

# AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

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U. S. BUREAU OF EDUCATION.

Universal Education—The Safety of a Republic.

Vol. XXIII.

ST. LOUIS, MO., MARCH 10, 1890.

No. 3.

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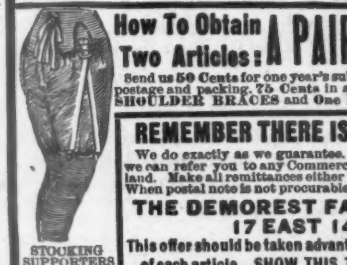
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# AMERICAN JOURNAL OF EDUCATION

## AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIII.

ST. LOUIS, MO., MARCH 10, 1890.

No. 3.

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### TABLE OF CONTENTS.

Editorial Notes.....	3
Enough of It.....	4
A Good Citizen.....	4
The Official Report.....	4
Better Teachers.....	4
Confiscation of Property.....	4
We Must Know or Suffer.....	5
Blackboards—Official Endorsement.....	6
T. S. Cox, A. M.....	7
Franklin County.....	7
The Educational Bill.....	8
Nebraska.....	10
Two Strong Points.....	10
The Reunited Wabash.....	10
Books Received.....	11
The St. Paul Meeting.....	11
The National Educational Association.....	12
Object Teaching.....	12
Six Million Illiterates.....	13
Foreign Educational News.....	13
Tools to Work With.....	13
Teachers' Excursion to St. Paul.....	14
Our Premium.....	14
For Federal Aid.....	15
The Aid of All.....	15

WE put within reach of every teacher and patriot in the United States the plea for Federal aid to education—unanswerable and complete. It should command the careful attention of friends and foes of this measure, alike in all the States. See pages 8 and 9.

YES, it is true, the common schools make men. It is said that they make men *too much*, that men will not be hewers of wood and drawers of water if the common schools prosper. Ah! is it so? Have we too many men? Is it not rather the *lack* of men to-day that hurts and endangers society? Yes, the lack of men hurts and hinders all the time.

### AMERICAN JOURNAL OF EDUCATION

#### And National Educator.

St. Louis, March 10, 1890.

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WE do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

DR. WM. T. HARRIS states that it is susceptible of proof that with an efficient, intelligent County Superintendent, the County schools would be improved at least *fifty per cent.* the first year of their work.

Dr. Harris states further, that this link of the County Superintendents is the most *important* of all supervisory links, inasmuch as it concerns the education of *three-fourths* of all the people of the land.

GOV. BROCKMEYER states clearly why the school should be called a *common school*. It is common in the sense that it is *for all*, accessible to all; common in the sense that it *teaches* what is common to all—culture—and hence it is *needed* by all; and, finally, *common* in the sense that it is *maintained by all*, out of a common fund to which contribution is made by all.

These constitute the claim and the basis why the common school should be extended, enlarged and perfected.

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The cost per day of teaching each pupil is .074c. School property of the State is valued at \$10,972 161. Average tax levy for school purposes on \$100 valuation is 43.4c.

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President Canfield hopes to see twenty thousand at St. Paul in July. The railroads of the country expect to give greatly reduced rates as the meeting occurs at a season of the year when the travel generally is rather light. The *iron-clad* tickets will not hold very solid between St. Louis and St. Paul, nor between Chicago and St. Paul. These great lines, *all* of them, want the teachers to *see* the intervening country, to know all about its attractions, its lakes, glens, dales, dells, cities, woods, scenery, etc., etc., and very likely rates will be as low for teachers from the South and Southwest from St. Louis *via Chicago* as by any other routes, thus giving our friends the advantage of all that is *involved* in a trip of that sort.

This is not "official" but it is very likely to happen, and our advice to the teachers and their friends would be to take it all in—when it can be done at about the same price.

PROF. J. C. ZACHOS' discussion of Federal Aid to Education in this issue will we are sure command the attention of every teacher and patriot in the United States.

PROPERTY will defray the expenses of the common school, from the primary clear up through—because property is by this expenditure made safe; liberty is made safe; the rights and the life of the people are made safe by this investment.

The people vote—the majority rule. This government of the people by the people for the people can only be maintained and defended by the training, culture and intelligence disseminated by the common school.

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OUR schools all teach goodness, probity, truth, the love of man and the love of God. This is religion, but not sectarianism.

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THE common school means intelligence, harmony, goodness, patriotism, love—the future more safe because more and more emancipated from ignorance and its limitation. Beware of the man who would cripple, limit or hinder its work and its results.

THE JOURNAL is an organ for both Public and Private Education—not an instrumentality for its destruction. Our common schools are feeders to all this higher culture and to all these higher institutions of learning too.

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THE JOURNAL emphasizes the fact of Education—not the word Public or Private Education. We favor both systems of schools—there is room for both. It is what we do not know that so greatly hinders and cripples us.

OUR teachers help to put effective—useful knowledge in the place of ignorance. They teach justice and love in place of selfishness and hate—they teach obedience to law instead of disobedience—and in this way they give constantly to every community a tenfold equivalent for and over the cost of maintaining our common schools nine months in a year.

#### ENOUGH OF IT.

"I like not the humor of lying."  
—SHAK.

WHAT can be said of the deliberate falsehoods uttered and reiterated by the "hiring" editors of *The Nation*, and *The New York Evening Post*? in the light of the following facts. Facts within reach of all; facts published over and over again, facts known to all intelligent people. The stupidity of these editors is only equalled by their mendacity. Why do they not publish—if they mean to be honest, and fair—the following statement of facts. Talk about Federal Aid for education demoralizing and debauching the people. It is ignorance, stupidity and this continued falsifying, that demoralizes the people. Here are the facts, which have been so often published, and never controverted nor disputed, even:

There are now children of school age in the United States who are not enrolled, that is, not attending school at all anywhere, either in our common schools or in private schools, to the number of over 6,000,000.

A school-house for fifty pupils cannot cost less than \$300. We have then a necessity for an immediate increase

of 120,567 school-houses and of at least the same number of teachers.

The houses would cost \$36,170,100; if you fit the teachers with one year of instruction, at \$250, \$30,141,850; teachers' wages for three months school, at \$30, boarding themselves, at about 50 cents per day—one third pay of diggers of ditches and short drains—\$10,854,930; cost of books, which must be paid for by some one, \$180,782; total, \$77,347,662, to provide the plant, and to continue the schools only three months for the instruction of the children not now attending school at all, in this country. You see \$77,000,000 will not go a great way—after all, to corrupt the people. Let *The Nation* and the *New York Evening Post* dispose of these facts, and provide for the education of these illiterates before they undertake to talk of the demoralizing influence of Federal Aid for education. We are tired of these reiterated falsehoods, propagated by these foreign emissaries who undertake to instruct by such means, American Citizens as to their duty, on this question of the proper education of the people.

NINE-TENTHS of the people depend upon the common country school for their early training and culture. We ought to give them superior teachers in the country schools. Men and women of high moral purpose, of large and ripe culture. We ought to compensate them so liberally and make their work so continuous as to sustain them year after year.

#### A GOOD CITIZEN.

"We are accounted poor citizens."  
—SHAK.

WHAT constitutes a good citizen? A late issue of *The Republic* says: No one can be rightly called a good citizen who does not know the supreme law made by the whole people; who does not insist on its supreme validity when any portion of the people, minority or majority, attempt to transgress it by legislative enactment or otherwise.

What, then, will *The Republic* do with the fact that there are now legal voters enough in the United States to hold the balance of power at any election between the two great political parties, voters who do not know enough even to read the ballot put into their hands—saying nothing about "knowing the supreme law made by the whole people."

What will *The Republic* say to the other fact that there are now over six millions of citizens growing up who cannot read at all—who know nothing except what they accidentally hear from those not much better instructed than the totally ignorant?

What will *The Republic* say to the fact that these illiterates are increasing all the time? What will *The Republic* say to the fact that there are now over six millions of children growing up who do not and who cannot attend school at all for want of school accommodation, for want of places in which they can gather for shelter and instruction?

Will *The Republic* in view of its statement that "No one can be rightly called a good citizen who does not

know the supreme law," take hold at once—repent of its sins—both of omission and commission, and help us pass the bill appropriating for Federal aid to education \$77,000,000 of the surplus money idle in the United States Treasury, to educate the ignorant voters and the more than six millions of children growing up to swell their ranks. Will *The Republic* take hold and help make this army of illiterates "good citizens by education?"

Will *The Republic* take cognizance of the further fact that we not only demand in this country that the citizen shall know the law, but that he shall also be able to make the law.

#### THE OFFICIAL REPORT.

"There's money for thee."  
—SHAK.

THE total cash in the United States Treasury as shown by Treasurer's general account officially on Feb. 1st, 1890, \$817,055,053 00.

Six hundred and seventeen millions of money and over officially reported idle in the U. S. Treasury, Feb. 1st, 1890, certainly we are able and ought to be willing to appropriate \$77,000,000 for education as proposed in the Blair bill. Senator Blair states specifically the danger that unless a portion of this money is appropriated for education that it will be apt to go for merely partisan purposes! and there is no choice, so far as "hoodlars" are concerned, as to which party they belong to. They are for "the boodle!" Is it not wise and better to use the surplus to educate the illiterates than to parcel it out among the "hoodlars?"

We think so. Let us demand the immediate passage of the Blair Bill.

#### BETTER TEACHERS.

"What you do  
Still betters what is done."  
—SHAK.

LORD Brougham was early and for years a strong advocate for better trained and more liberally educated teachers for the common schools.

We need teachers of larger views and more thoroughly trained in our schools to-day.

Especially in the country schools where most of our people are to get their start in life. The views of Dr. W. T. Harris on this matter have been stated and restated in these columns for more than twenty years.

On all occasions he pointed out with earnestness and enlightened insight the need and nature of such professional preparation for the work of education. His perception of this necessity and of the character of the training required was unusually clear and advanced for the time, and he advocated a broader and more scientific course for teachers than has yet been adopted, especially as regards their careful study of the whole constitution of man and the laws of his nature, physical, intellectual, moral, esthetical and spiritual; and the best means of bringing these to bear on the development of the human being during his education. There is no doubt that till this study forms one of the most prominent and extensive parts of the training of teachers that training will remain unsound and imper-

fect at its very root; and the theory and practice of education imparted cannot be other than largely empirical, mechanical and unscientific.

We must spend more time and money to extend and perfect our system of common schools by providing for and paying for more competent teachers.

One baneful consequence of the omission of natural science from education is that the laboring man, in his sufferings, is unable to discriminate to what extent these arise from breach of the laws of God, and to what extent from the laws of man. In bad health he cannot discern how much of his affliction arises from his own unwitting infringement of physiological laws, instituted by the Creator of his welfare, and how much from the faults of his employer, in not attending to those laws in the construction and arrangement of his workshop. In his poverty he does not inquire how far his hard lot is owing to his parents having neglected his education and left him mentally ignorant and feeble, and how far to unjust and oppressive taxation. In short, this defective education by leaving him uninstructed in the things and the forces which cause his well-being or his suffering leaves him indisposed to turn his attention to the causes of his evils, better himself in government, or in social institutions, and incapable of desiring and steadily pursuing the natural and therefore the most effectual means of escaping from them.

Conceive for a moment what a change would be operated on the moral and intellectual condition of our laboring people if, for a few generations, they received such an education as this! They would become superior in intelligence and mental resources of all kinds, they would by a moral necessity rise in the social scale and would reap a larger share of the bounties of God's Providence, because they would then possess the qualities by which, according to the laws of that Providence, these bounties may be acquired.

#### CONFISCATION OF PROPERTY.

"Thieves for their robbery have authority  
When judges steal themselves."  
—SHAK.

THE twenty-seventh annual report of the *Chicago and Alton R. R. Co.*, by T. B. Blackstone, President, is now before us. We have read it with feelings of astonishment and indignation.

The farmers should read it in all their "Alliance" and "Wheel" and "Grange" and other meetings. If it does not bring the blush of shame to the cheek and contrition to the heart then we are farther on the road to dishonor and ruin than many of us would like to admit.

Here is a magnificent property connecting the three great inland cities of the continent, traversing one of the richest belts of land on the zoned earth—bringing the markets of the world to the very door of the farmers in Illinois and Missouri and pouring into the lap of these great cities its countless argosies of wealth.



There are over eleven hundred and thirty-two miles of track, and the rolling stock consists of two hundred and twenty-eight locomotives, one hundred and fifty-three cars for the use of passengers, including twenty-two Pullman sleeping cars, and seven thousand, five hundred and forty-eight freight cars.

This is an investment of nearly thirty-five millions of money without being "watered." It expends in its disbursements among the people over four and a half millions of money each year, or more than its entire capital every ten years. Much of the stock is owned by minor heirs, women and others who have inherited from husband or father a pittance representing the investment or savings of years of toil and self-denial, and yet Mr. Blackstone states the fact, and proves it, that the Federal government and the State governments are actually "confiscating" railroad property by unjust and unrighteous legislation at the rate of "nearly one million of dollars per day," and he goes on to state "that the day has passed when an appeal can be successfully made to a State Legislature for indemnity on account of these laws." In other words, Mr. Blackstone shows that the political cormorants, booblers and freebooters who run the "political machines" have by "their long-continued ories of down with 'railroad monopoly,' down with 'grasping corporations,' (gasping would be a better word) and other similar appeals to popular prejudice, have pushed the confiscation of railroad property to the verge of complete destruction."

Now, if education and citizenship mean anything in this country of a government "of the people, by the people, for the people," they mean a remedy for such a state of things as is here described. They mean justice organized—they mean law and order and the protection of vested rights—they mean a correction of such abuses. All this goes to show a low degree of intelligence, with lower moral perception and a still more lower sense of justice.

We have as yet scarcely touched the first round of the ladder of a proper education of the people while such a state of things exist.

President Blackstone goes so far as to seriously recommend to the officers and stockholders of this eminently useful and magnificent piece of property that it be "turned over to the general government before it is entirely confiscated."

That is not the remedy, however.

The "machine politician" in the shape of "booblers" and "cormorants" are no less greedy and rapacious in their forays on the national—than on the State government. They can be reached more directly through the State—than through the national government.

Should not Mr. Blackstone and those whom he represents—unite and correct, these evils—with that numerous and eminently respectable class who "devote their time to their own business and social affairs, and give little attention to the selection of persons to make laws, or to the character of laws when made. If their attention is called to an unjust law they do not appear to think that they are in any degree responsible for it; and their neglect to act in the matter seems to result from their belief that that which is the duty of all does not impose any responsibility upon them individually."

This is another proof of the fact which we have often asserted, that if we do not elect honest, intelligent men to office, we must smart for this lack of honesty and intelligence and for the poor legislation we get from ignorance and dishonesty.

A proper education will remedy these defects, and we must unite and insist upon this and not turn these great individual and corporate interests over into the hands of these political cormorants, booblers and freebooters. Prompt, decisive, continuous, undivided effort will stop this unrighteous confiscation of property in the name of law;

"And poise the cause in Justice's equal scales  
Where beam stands sure."

#### WE MUST KNOW OR SUFFER.

"Nourished disobedience fed  
The ruin of the State."

—SHAK.

EACH State owes it to itself to extend and perfect the system of common schools. The relations of each to all are now-a-days so vital and complex that they must be understood and acted upon. Dr. W. T. Harris, the present United States Commissioner of Education, while superintendent of the St. Louis Schools elaborated a scheme by which the rudiments at least of natural science should be taught in most of the common schools. Great good resulted from the effort and the pupils were looking out beyond the mere detail for facts and for information, and the indirect influence on both pupils and teachers of broadening the study and life of each by this search for information, was quite equal to the direct and specific information gained. We hope teachers everywhere will work up and out along their lines.

Our training and teaching in the common schools must tend to make the children conversant with things—with men, with the constitution of the social political, ethical and moral system of which they are already a component part. What they get in the school shall be means to an end—and that end shall be an enlightened, self-governed, law-abiding citizenship. How is this? Is the study and training in this direction, and to this end?

THE unique gallery of over fourteen hundred portraits—drawn by Charles Dickens—brings you into closest sympathy with all that is tender and true in humanity—as well as with the grotesque, the false and the forbidding—all of these characters teaching great lessons.

Our friends who have received and read the fifteen volumes we send them, do a world of good by inviting other of their friends to read and own Dickens. Miss M. C. Johnson says: "They are, in this light, flexible binding easy to pick up, and at all times hard to lay down."

Loan both the JOURNAL and the books generously.

"THE real question to ask about any result of Education—intellectual, political and moral is: Does it kindle the fire of love? Does it make the conduct stronger, sweeter, purer, nobler? Does it run through the whole society like a cleansing flame, burning up that which is mean and base and selfish and impure? If it stands that test it is good work and no heresy."

THROUGH unity of effort we shall conquer—and not by divided counsels. We are for unity.

INDIANA.—Coates' College for women, at Terre Haute, has secured Joseph Henry Tudor, C. E., a graduate of Lafayette in '86, and lately principal of the Classical Academy at Cumberland, Md., as professor of mathematics and director of the scientific department.

NORTH DAKOTA.—Rev. H. G. Mendenhall, lately an editor at Grand Forks, has entered on his duties as president of the State College at Jamestown.

SIAM.—Nai Kawn, after four years study at Lafayette College, where he made Chemistry a specialty, returned to his native land in 1887, and is now teaching classes of considerable size in the natural sciences and chemistry. In winter, when the thermometer is below eighty degrees they have vacation, on account of the cold! "The students are not able to stand it."

PENNSYLVANIA.—Lafayette College has an enrollment of over 300 students, the largest it has recorded for ten years. A large proportion of its graduates engage in teaching. Edward M. Fly, of the class of '88, has become vice-principal of Bishop College, Marshall, Texas; J. J. Hamilton, '85, has charge of the academy at Kinsman, Ohio; and John G. Conner, '87, is principal of the West Nottingham Academy, in Maryland, which reports a largely increased attendance. This school was established 151 years ago.

THE leader looks before—goes on before and knows too, where he is going. It is only on this condition that he becomes a leader—looking over the wall of to-day—making ready for a better work—brave as a man's most daring thought.

THE wise, practical words of Prof. S. S. Parr, of the DePauw Normal School, Indiana, should be heeded by every teacher, as well as by all school directors and trustees.

Prof. Parr says "the live teacher who is provided with—or who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true, because so much more work can be done, and so much better work can be done with these proper tools for teaching.

An eight-inch Globe, a set of Maps, a good Blackboard, and reading charts are absolutely essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these tools to work with without delay.

READING implies merely the knowledge of the written or printed artificial signs or words, by means of which people express their thoughts; and writing is the forming of these signs ourselves. The signs do not convey their own meaning; they are merely sounds and forms; and we must be instructed in their meaning before we can derive any substantial benefit from them. Instructions in the objects, qualities, relations and modes of action of the beings and things which the words are employed to designate should therefore go hand in hand with the teaching of words themselves. We have as yet scarcely appreciated the alphabet—in the use of education. The common school goes on to teach and to train for living in the social state—to train for citizenship, fair dealing, honesty of purpose in life. This is education.

PROF. J. C. ZACHOS, of New York, gives in this issue "the Statement"—"the Argument"—and "the Objections to the bill," for Federal Aid to Education—clearly, fully and so concisely that we hope every teacher and patriot in the United States will peruse it entire and complete.

CAN you not practice more, and so learn to write your name very plain; also, please give not only your post-office address plain, but the county in all cases, and the state; then you will be sure to get the JOURNAL and your premium promptly.

OUR common schools mean mental, moral and political enfranchisement. Not a study of "methods," but a means to this glorious end.

YES, the universal testimony of those who are using our "Aids to School Discipline" is, that their use more than doubles both the attendance and interest of pupils. This testimony multiplies every day too, as "Our Aids" are more extensively used.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.



# ARKANSAS

## EDITION

### American Journal of Education.

\$1.00 per year in advance.

S. M. MATHES, Little Rock..... { Editors  
J. B. MERWIN..... {

THIS JOURNAL has for twenty-two years been advocating a more liberal policy in behalf of education; it has sought to bring added dignity and reward to teachers, and to increase the facilities for effective work. It has lived to see much accomplished and now, in the vigor of full life, it stands ready to emphasize the services of the teacher and to seek out and make known any increased facilities for yet more efficient work. In return it asks from teachers a continuance of their co-operation, and pledges its influence to the best interests of our common schools.

To conciliate, encourage, re-inforce, inspire—this is the gospel we preach, the faith we advocate, the work we undertake, the message we bring.

LET us remember all the time that our teachers who open up and introduce the people to these treasures of knowledge, science, poetry and refinement of thought, of feeling and of manners—the great memories and heroic records which are preserved to inspire the minds of the coming generations—in all this they give the great equivalents and more than these for the time and money expended to maintain our common schools.

THIS is the universal verdict of all those who get the AMERICAN JOURNAL OF EDUCATION, and its unrivalled and magnificent premium of a complete set of Charles Dickens' works, bound in light, flexible binding. Miss M. C. Johnson writes: "It is very convenient, indeed. Easy to pick up, and at all times hard to put down." This estimate and verdict shows intelligence and appreciation of a high order. Please show this premium to your friends too.

See Coupon Order, page 14.

REGARDED from any and every point of view the common school is an institution of the State, founded in the final end of the State, and therefore to be maintained, enlarged and perfected by the State.

PROF. J. W. WEEKS, of Oktibbeha County, Miss., writes as follows: "In regard to your aids to 'school discipline,' 'the more I use them the more I am pleased with the results. I cannot afford to be a day without them. They are the key-note to success and I hope that every teacher in the South will avail themselves of the advantages they afford for increasing the attendance of pupils and also for increasing the interest of parents in our school work.'"

THE common school throws around the children its protecting influences and weans them away from sect and sectionalism, and trains them for American citizenship.

HERE is a book—with this teachers will feed five thousand souls, a hundred thousand, a million souls—all humanity!

PROF. N. C. RANDAL, of Sikeston, Mo., in ordering more "aids" speaks of them as follows:

"I find that YOUR AIDS to school discipline are very beneficial, not only in securing attention and good results in this direction, but they aid materially in interesting the parents as well as the pupils, and in the discipline of the school and in recitations, also.

Please fill enclosed order without delay."

#### A Strong Recommendation.

(From Texas Siftings.)

Mr. Hayseed (buying a cigar). I hope this ain't one o' those weeds that burn out in no time at all. I want a good, long, strong smoke. Tobaccoist (impressively). Mine friendt dot cigar vill last till you vas sick of it?

#### Hot Springs of Arkansas.

This is nature's sanitarium and the most popular winter resort in the United States. By the completion of the magnificent Hotel Eastman its hotel facilities are unequaled, and Pullman buffet sleeping cars are now run via the Iron Mountain route from St. Louis through to Hot Springs daily. Ticket offices 102 North Fourth street and Union Depot.

#### ST. LOUIS TO THE ROCKIES.

#### In Free Reclining-Chair Cars.

Commencing Monday, February 24, the Missouri Pacific Railway will inaugurate a service of free reclining-chair cars between St. Louis, Pueblo and Denver, in addition to the Pullman buffet sleeping cars. It is the only line so equipped. Leave St. Louis 9:15 p. m. daily. Ticket offices, 102 North Fourth street and Union Depot. To-day the rate to Kansas City is only \$5.00, and to Pueblo, direct, over this magnificent through line, via the Missouri Pacific, only \$15.00. Cheap, is it not?

#### Only \$42.50 to California.

The Iron Mountain route will run four more of these popular one-way excursions to California in tourist sleeping cars on the following dates: February 26, March 12 and 27, and April 9. The sleepers are provided with complete berth outfits, separate toilet rooms for ladies and gentlemen, porter in charge of each car, and an agent of the company will personally conduct each excursion. These are the equal of Pullman cars and the extra charge is but a trifle. Ticket offices 102 North Fourth street and Union Depot.



## Let Teachers and School Officers Remember, That, in the School-room

These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

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No. 1120 Pine Street,

ST. LOUIS MO.



#### TEXAS.

"He reads much.

He is a great observer."

—SHAK.

PROF. D. C. LOWE, of Hale County, Texas, says:

"I read the AMERICAN JOURNAL OF EDUCATION, pencil in hand, and when I get through I have nearly everything marked as worthy of special consideration. I commend most earnestly the bold stand you take in favor of 'Federal Aid' to help educate the illiterates of the country. I must thank you, too, for the great premium sent with the JOURNAL. Such an opportunity to secure Dickens' complete works is a marvel to me. I have just received the 'complete set' post paid and I am greatly pleased with the clear print, the light, flexible binding. The wonder is how you can afford to send to the teachers of the country such a valuable set of books so cheaply. The JOURNAL deserves much for its helpfulness in all these respects, and I hope its circulation and its splendid premium may reach every school district in the land."

There is here—it seems to us,—a very important suggestion to teachers in all our schools—and that is—to read the AMERICAN JOURNAL OF EDUCATION or any other paper or book "pencil in hand." If books and papers were read thus every lesson would be illuminated and made interesting by vivid practical illustration of the topics discussed. Especially is this true of our great premium of Dickens' Complete Works.

These fifteen volumes are furnished so cheaply that you can afford to read with "pencil in hand" and mark passages, for constant use in enforcing and inculcating truth on every conceivable subject.

Yes, it is good to read "pencil in hand" and to take Captain Cuttle's advice—"when found make a note of."

THE flaming circle of eternal day skirts the horizon of every honest, inquiring mind. Who can measure its on-reaching, out-going strength and power thus illuminated. Our common schools put us all in the way of this power.





T. S. COX, A. M.

"I think he will stand very strong with us."  
—SHAK.

PROF. T. S. COX is one of the most popular superintendents, and has become one of the foremost State Normal Institute conductors in Ark. In this work he probably has no superior in the South. A native of Tennessee, but educated for the most part in St. Louis, and the State Normal Schools of Missouri. Brought up on the farm, he carried his books in his pockets to the fields, the woods, when in the shop, reading whenever he could secure a moment of leisure. He educated himself for the profession of teaching. He is a man of earnest, intense activity, and by virtue of these qualities he is one of the most successful and rising educators in the whole South. A gentleman of great will-power, but of uniform courtesy and untiring zeal, he manifests a warm personal interest in all his pupils, teachers and patrons. Prof. Cox is not yet forty years of age, but holds several diplomas and State certificates good for life. He is a teacher and superintendent of more than fifteen years successful experience. In addition to his special training for teaching, he has widened and deepened his knowledge and experience by travel, study, and contact with the leading educators in the largest cities in the United States, and studying carefully and closely the best in their school systems. He has a laudable ambition to keep abreast of the age in the latest and best methods of instruction and discipline. His experience is already large, having taught in the public schools, the college and the State Normal School. He has thus been brought in contact with and thoroughly understands the whole system of public instruction not only in the United States but in Europe. His large and successful experience as a State Institute instructor in the South gives him constant employment every summer in organizing and conducting State Normal Institutes for training the public school teachers in all parts of the South. He is popular wherever he works and has earned the highest tributes of praise. Arkansas very justly recognizes him as one of the most foremost leaders in her educational system. A few years since the State Normal School of Missouri conferred upon him the honor-

ary degree of Master of Arts, for meritorious and successful work. Several years ago Prof. Cox was called to the superintendency of the city schools of Van Buren, Arkansas, where he still resides, having held that position continually, and being unanimously re-elected every year. When he took charge of the schools in Van Buren, they were a mere shadow, but Prof. Cox has brought them up to the highest rank. He furnished them with maps, charts, apparatus, reference books, and works of art for the class room, and secured fences, sidewalks, shade trees, and play grounds for the school yards, to the amount of several hundred dollars, all of which he raised by his own exertions. No wonder the city pays him the handsome compliment of an annual election. Her schools took new life the day he assumed control of them, and have enjoyed unprecedented prosperity, since he has introduced the latest and most improved methods of instruction, and of course the order and discipline is said to be unexcelled any where. Through his influence, another school building was erected last year, and more teachers added to his faculty. Seventeen graduates were sent out from his schools last year and their commencement exercises gave a new lustre to his fame, State Superintendent Thompson, being present to deliver the address and present the diplomas. The work done by Prof. Cox is felt throughout the entire State. No man has done more in that section of the South, to popularize the common schools and to improve the system of public education. His work will remain an enduring monument to his ripe and rare judgment, and the whole South is to be congratulated and will continue to be proud that she has such vigorous broad-minded men as Prof. Cox, and a host of others to educate her fair daughters and fair sons for the high duties and responsibilities of American citizens. Prof. Cox is one of the teachers who have trained themselves in the best business methods, also. He married a few years since, Miss. Griggs, of Missouri, continued teaching, kept an eye to business, and is now worth several thousand dollars. He is a leader and a director as well as Vice-President of the Van Buren Building and Loan Association, having a stock of \$120,000. In stature Prof. Cox is about 6 feet high and weighs about 150 pounds.—We say it—he is what the public call a good-looking man. He is above all, and better than all, a Christian gentleman in every respect; he is very sociable; of course, as a teacher and leader should be, a great lover of children, and has the happy faculty of gaining their good will. His family consists of a wife and two sons, with whom he spends his time when not in the school-room. We wish the South had one hundred thousand such leaders in the ranks of her common school teachers.

It is the character of the people—their generosity and nobleness or their meanness, which educates the child quite as much as the school educates him.

WHEN we are united, the more than four hundred thousand teachers of the United States will be impressive. When we are isolated and without organization we are weak—the sport of the politician, the victims of parsimony. There is something better for us than this. In unity there is strength.

## FRANKLIN COUNTY.

"Report me, and my cause aright  
To the unsatisfied." —Shak.

PROF. H. G. KIEHL, the commissioner of Franklin County, Mo., has issued a valuable and timely circular, stating that "The next annual session of the Franklin County Normal Institute," will last ten days beginning Monday, August the eleventh and ending August the twenty-second. A circular containing full information on this subject will in due time be distributed.

He also states that "In view of section 8082, the school commissioner can not consistently comply with the many requests to recommend books, educational journals, etc." But he does say that "Every teacher's library should contain at least an unabridged dictionary, an encyclopedia, a few histories and biographies, a work on school economy, and methods of teaching, a history of education, a journal of education, a newspaper, a magazine, besides the best text and reference books on the subjects taught."

With these Professor Kiehl says "The teacher is supposed to be authority on local educational questions. Under section 7992 the board is compelled to furnish all necessary apparatus for the schoolroom besides keep school property in order. The school should be supplied with blackboards, globes, maps, reading chart, arithmetical blocks and so forth. The house should be kept comfortable. The board may and ought to learn of the necessities of the school when visiting as provided in section 7997. The importance of a public school library should be presented to the patrons so that they may vote intelligently on the subject at the annual meeting under the fifth part of section 7979."

What do the other county commissioners and county superintendents say to these timely and all-important suggestions and recommendations?

Is there unity of effort and oneness of purpose, to accomplish all this among all the school officers in the State? There is no other interest in the State that compares at all in importance to this one of enlarging, extending and perfecting the common schools of the State.

INTELLIGENCE, and genius, and love on the earth, is God giving himself to the people. Will they accept him?

TEACH the children not only to imitate greatness, but to aspire after and attain to the wisdom, and virtue and heroism that make men great.

Prof. Anthony Thatcher, one of the leading educators in Butler County, Ky., reports as thousands of other teachers report, that our aids to school discipline "work like a charm." He uses them largely and hence speaks from experience, and orders more.

It is plain that in this great final purpose of all teaching, the symmetry of manhood and womanhood, the teaching of morals and religion must have a prominent part; and not only a prominent, but also a quite thoroughly persuasive part. We hold that none of the faculties of a human being can be properly trained without taking his whole humanity into the account.

## CATARRH.

## Catarrhal Deafness, Hay Fever. A New Home Treatment.

Sufferers are not generally aware that these diseases are contagious, or that they are due to the presence of living parasites in the lining membrane of the nose and eustachian tubes. Microscopic research, however, has proved this to be a fact, and the result of this discovery is that a simple remedy has been formulated whereby catarrh, catarrhal deafness and hay fever are permanently cured in from one to three simple applications made at home by the patient once in two weeks.

N. B.—This treatment is not a snuff or an ointment; both have been discarded by reputable physicians as injurious. A pamphlet explaining this new treatment is sent free, on receipt of stamp to pay postage, by A. H. Dixon & Son, 337 and 339 West King st., Toronto, Canada. *Christian Advocate*.

Sufferers from Catarrhal troubles should carefully read the above.

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POEMS and wise sayings, when memorized, serve the child as bright stars which afterward will illumine its care-strewn course through life; they offer comfort, strength and instruction, in all situations, give encouragement for a deeper search among the charming treasures of literature.

Goethe's maxim: "One should read at least one good poem a day" ought not to be forgotten. Beautiful precepts and truths, expressed in good poetry, will ever exercise a beneficial influence, and young and old will enjoy them, as though they were their own thoughts."

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so thoroughly tested them, say that they not only discipline the school, but so far have more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St. St. Louis, Mo.



## \*THE EDUCATIONAL BILL.

PROF. J. C. ZACHOS,

Curator of the Cooper Union, N. Y.

THIS "Educational Bill" has stood the scrutiny for more than eight years, of those who take any interest in National affairs.

It has passed three terms by a majority vote, through the Senate of the United States, by Republican, assisted by Democratic votes.

The Bill has been suppressed in the House, by "reference to a partisan committee" that would not report upon it; or, if reporting, too late for action.

The Bill will now, in this session of Congress, come again, for the third time, before the people and their Representatives.

It has, doubtless, a large majority of the thinking people of this country, in its favor; and yet, it may be again defeated, by "strict party considerations."

A wide-spread and an intelligent knowledge of the provisions of this Bill, and a strong popular movement in its favor, are necessary to save this Educational Bill from a successful opposition and a "party defeat;" but it rests on considerations so broad and national in their character, so independent of all "personalities in politics," and so fruitful of noble promises for the whole country, that it would seem necessary only to be known in its most careful and wisely considered provisions, in order to meet a most cordial acceptance.

We shall proceed, therefore, to give, briefly, a summary of the provisions of this Bill; and also, set forth the reasons which have been given, by its author and others, for a hearty reception and an immediate passage of this Bill, through Congress.

Section 1 provides for an appropriation of \$77,000,000, for educational purposes and a distribution among the several States and Territories, during the term of eight years; in specified sums for each year, drawn from the whole appropriation, and distributed in a method, "pro rata," upon the formal acceptance of the money and the terms on which it is given, by a special vote of the Legislature of each State.

This provision is designed to furnish a sum sufficiently large to give a strong impulse to common school education in each State and Territory distributed gradually, with the consent and supervision of the local governments, so as to avoid waste and secure responsible administration.

Sec. 2 provides for the distribution of the sum of money appropriated each year, to each State and Territory, in the ratio of the whole number of persons in each, over the age of ten, who can not write, to the whole number of the illiterate, in the entire country, according to the census, then authorized; and further, where there are separate colored schools, the Bill provides, that the States shall assign the money received, in the ratio of the number of colored to the white illiterate, between the ages of ten and twenty-one.

This provision assumes the best and fairest principle of distribution, according to the census and degree of illiteracy; of course, this money when once in the State, is applied, not to the illiterates of all ages, but to the children of school age, forbids any invidious distinction between white and black citizens.

Sec. 3 provides that the District of Alaska shall be considered a Territory within the meaning of this Act.

Sec. 4 provides, as a condition for the distribution of the appropriation, that the Governor of each State and Territory shall make a full report to the Secretary of the Interior, of all the facts and statistics pertaining to the system of common schools established

in each, by law; such as the entire expense incurred, the number of children, white or black, etc., etc.; and if there be no system of common schools for all the children of school age, without distinction of race or color, no money shall be paid, under this Act, to such a State, until such schools are established.

As there is no design in this Bill to supersede the common school system of any State, but to aid and promote such a system, for a limited time, the object of this provision is obvious.

Sec. 5 provides the manner and rules by which the disbursements from the Treasury, shall be made; and further, that the administration of the law, under this Bill, shall be under the Secretary of the Interior, through the Commissioner of Education, by whom all needful rules and regulations to carry out the law, may be made, subject to the approval of the President.

This provision secures the proper administration of the law.

Sec. 6 provides the subjects of instructions; viz: The art of reading, writing and speaking the English Language—Arithmetic, Geography and the History of the United States; also, such other branches of useful knowledge as are taught under the local laws.

Sec. 7 provides that the money apportioned to each State and Territory, shall be exclusively applied to the use of Common and Industrial Schools.

Sec. 8 provides that whereas, the design of this Act is not to establish an independent system of common schools, but to aid, for the time being, in the development and maintenance of those already established by the local governments. No greater share of money shall be apportioned to any State or Territory, in any one year, than the sum expended from its own revenue, for the maintenance of such schools.

This section involves the animus of this whole Bill; it shows clearly that the design is not to impair the pride, the zeal or the self-dependence of each State and community in the education of its own people, but to stimulate all effort in this direction; or to awaken a dormant public spirit in education. It makes "self help" of which we hear so much from the opponents of the Bill, the primary condition upon which national aid is given.

Sec. 9 provides that one-tenth of the money apportioned to each State or Territory may, in the discretion of its Legislature, be appropriated for the instruction of teachers by "Institutes" and in Normal schools.

Sec. 10 that no part of this fund allotted to any State or Territory shall be used for the erection of school-houses, or for the rent of the same.

Sec. 11 provides that the monies distributed under this Act shall be used only for common schools, unsectarian in character or management; and in such a manner as to equalize the school privileges of all children of the school age, without distinction of race, religion or color.

The social distinctions prevailing in some of the States and in one Territory (Utah) seems to make this provision necessary and of great significance and importance.

Sec. 12 provides for the full accounting of each State and Territory, through its Governor, yearly, of the manner and degree in which its apportionment had been used; accompanied with a full report of the statistics of its schools and sent to the Secretary of the Interior; and in case of a refusal to comply with any of these conditions, or in case of any misappropriation of this fund, or any loss of the same, the yearly apportionment shall cease until all the conditions of this Act shall be observed.

Sec. 13 provides that the Secretary of the Interior shall report yearly, to the President, any failure, on the part of any State or Territory,

to comply with the conditions of this Act.

Sec. 14 provides that any State or Territory that does not distribute the monies apportioned to it for common school purposes, equally, for the education of all children, without distinction of race or color, shall not be entitled to the benefits of this Act.

This section might appear to add nothing to the provisions already mentioned, yet, emphasizes a point in the present political condition of the country where class privileges and distinctions are still so strong they are likely to deprive the class, most needing the provisions of this Bill, of the benefits accruing.

Sec. 15 provides that the apportionments of the monies of each Territory shall be upon the basis of the illiteracy therein; but in as much as the population of the Territories change very much, from census to census, the Secretary of the Interior may receive all proper evidence accessible of the facts of the case, besides the census.

Sec. 16 provides that a separate school-house fund of two millions shall be set apart, in addition to the seven millions of the first years' appropriation, for the erection of school-houses; and it shall be paid out to each State and Territory on proof of its own expenditures made each year, had distributed on the same basis as the appropriations made in the first section.

This appropriation shall be strictly applied to the erection of school-houses for common school purposes; which shall be built in accordance with plans furnished free by the Bureau of Education, in Washington; but no more than \$150 shall be paid from the said fund towards the expenses nor more than one-half the cost of the school-house.

This erection of school-houses would soon absorb the fund, if not administered with the utmost economy; and, as the structures will last longer than the appropriation, the State will get the benefit of the result.

Sections 17 and 18, include the District of Columbia in the benefits of this Bill and also reserve the power to alter, amend or appeal.

## THE ARGUMENT.

The speech of the Hon. H. W. Blair, of New Hampshire, in the Senate of the United States, February 15th, 1888, will be found in the *Congressional Record*, of that time, and may be obtained by any one by sending to Washington.

This speech is an admirable argument, not only in support of the Bill, but a clear and forcible statement of all the facts and statistics bearing upon the question.

We cannot go here into a synopsis of that well considered speech; but simply dwell upon one fundamental fact and show its bearing upon the merits of the whole subject; giving it an emphasis which the honorable Senator seems to have overlooked in the great importance of other topics which engaged his mind, extending but a slight notice to this, the most important of all.

This fact of most vital bearing on the question involving the Bill, is that through the emancipation of slaves in the South, now amounting to 8,500,000, with the endowment of citizenship, a great amount of illiteracy has been thrown upon a part of the country, falling very heavily upon its local resources; a fact for which the general government is responsible; certainly not the local governments of the South.

The same fact exists, in different degrees, through a policy of free immigration, that has poured its hundreds of thousands of the illiterate into locations where the population is either too dense, as in large cities, or too sparse, as in the West and South, for the local resources of these sections to meet this illiterate condition of the people, without some help from other

parts having a less disproportion between the means and the end.

Out of this state of things arises the appalling fact that "illiteracy, in these parts, is growing as fast as the population!"

Let the reader fix his mind upon this fact, and gauge its momentous consequences.

This growth of illiteracy, in this country, is forced upon us by the observation and testimony of those most competent to ascertain the fact—superintendents of education and of schools throughout the country. It is officially announced by the State Superintendent of Education of New York, Andrew S. Draper.

This is an alarming fact to contemplate, in view of the interests of the whole country having a Republican form of government that puts the vote in the hands of every citizen.

There is no other remedy for this evil than either to take the vote out of the hands of the illiterate, or to provide some measure to decrease the illiteracy of the country; and this must be some other than the natural increase of the wealth, population, and diffused intelligence of the people. On this, some are disposed to reply, but it can have no sufficient application; because, though the population of this country, doubles every twenty-five years, and its wealth quite as much, yet illiteracy increases faster than the population in parts of the country—especially at the South.

What is the hope, then, that this overshadowing and paralyzing evil, menacing the free institutions of our country, can be met by the growing intelligence and wealth of those sections, territories and states where it now prevails? The fact still remains that the illiteracy grows the fastest where the population increases the most rapidly;—in large cities, in the South, where the negro increases faster than the white; and in the West, most rapidly filling by immigration.

The whole resources of the country are, therefore, called upon to mitigate this evil;—at least by helping, for a limited time, the resources of those sections of the country where illiteracy is gaining ascendancy; and where the local indifference of the governing class, as well as the poverty of the people, make it impossible to stem this great evil to the whole country.

This is really the pith of the argument in favor of some bill like that of Senator Blair, even if some details are objectionable and may need amendment. It is aimed, specifically, against the growing illiteracy of the whole country; and particularly in those sections where the present means and governing power of the section are inadequate. This is the answer to all objections founded upon the principle of "autonomy and municipal rights."

It is true that "municipal government" and even, "individual rights" are the "safeguard of general liberty." But it is sophistical to argue that such rights can stand against the interests of the whole country.

This bill, with its guarded and careful conditions against this only plausible objection, is an answer to all claims that it impairs the responsibility and autonomy of any section of the country, in the matter of "general education."

Let no true Republican be diverted from the point at issue,—shall the general government extend a temporary help, in mitigating this evil of illiteracy, in particular sections of the country, where it has been brought about, incidentally by the action of the government itself, in the matter of emancipation and of free immigration?

Take this proposition, in connection with the fact that illiteracy is "increasing in those sections as fast as the population," and what sentimental argument about "autonomy and municipal rights" can stand before the reasons against such a contagious disease as threatens the life of the whole country!

All other elementary education may

\* A Bill to aid in the establishment and temporary support of common schools.  
Reprinted, as passed in the Senate, Feb. 15th, 1889.



be safely left to a people who can read, and who have a controlling vote in their hands; but this of illiteracy, paralyzes both their control and their means. Illiteracy is the subtle poison to progress in every other respect; for even material wealth is sure to prove a curse to those who are entirely illiterate. Certainly, not a step can be made in any other direction of intelligence, until the power to read is conferred.

How vain and nugatory are the objections of "party politics," "religious prejudices," or the sophistical reasons of learned presidents of colleges, in the presence of this stupendous fact!

There are only three classes of people who can consistently oppose the principle of this bill of Senator Blair.

They are, first, that class of narrow and zealous party politicians who, habitually, and we may say, constitutionally, "sacrifice to party what was meant for mankind." These are naturally "obstructionists," in any measure not originating with themselves or their own party.

The second class are best represented by the Jesuits who claim, "on principle," that they are the only class under inspiration of a true religion; and hence, they ought to control the religious, political and social interests of every nation, through its government. These pretenses have been repudiated by every civilized government in Europe; and the Jesuits have been frequently banished, by reason of their persistent interference in the affairs of government. Still, they act on this principle as an organized body of religionists, and have not abated one jot of these pretensions in this country. But, it must be borne in mind, that these pretensions are by no means supported by the great body of the Catholic Church of this country. That church, as a whole, gives and accepts toleration and freedom in all matters pertaining to religion and politics.

There is, also, naturally, a political intolerance, shut up in prescriptive classes of social position, rank and wealth—such as slavery conferred upon the masters,—which is not wholly passed away in this country; these will oppose everything that does not yield to their claim of mastery.

A fourth class is small, but well illustrates exclusive pretensions of religion and government;—it is the Mormon Hierarchy.

What do these classes care about the illiteracy of the people, when their whole power is based upon ignorance and superstition!

All other good citizens must find themselves, on reflection, inconsistent in opposing the principles of this bill, especially in its object of helping local governments to mitigate the evils of illiteracy among the people,—at least until the point is passed, where "illiteracy is growing as fast as the population."

In this respect, the provisions of this educational bill are most carefully drawn; and although a more thorough revision may find something in this bill to alter or amend, yet it has already passed so much scrutiny and careful consideration in one of the most thoughtful legislative bodies of our country, the Senate of the United States, that it may safely be accepted as one of the wisest of our public measures, as it is one of the greatest national importance.

#### OBJECTIONS TO THE BILL.

Perhaps the most earnest and able opposition to this bill has been made by a writer in the *Evening Post*, who has written a number of articles and republished them as a pamphlet, under the title, "A Bill to Promote Mendicancy."

It contains all the plausible or real objections that can be urged against the passage of the "Educational Bill" of Senator H. W. Blair. The pam-

phlet is written in a strong controversial style, with a "hostile animus," throughout.

Hence, the writer, naturally, uses all the "weapons of controversy,"—sarcasm, personalities, and sophistical but plausible arguments, against what he assumes to be the principles of this bill. But no details of the bill are given; and, evidently, the particulars are omitted, either as having no bearing on the subject in controversy, or because they stand directly against the assumptions of the writer.

But any one sharing in the opinions of the writer should attentively read the bill itself. He will find it is most carefully guarded against being "A Bill to Promote Mendicancy."

A glance at the synopsis of the bill given at the beginning of this article will show this sufficiently.

The two arguments on which the writer in the *Post* most relies to discredit this educational bill, are, first, that the South has awakened to its true interests in this respect; and is improving in the educational facilities afforded free to its population; therefore, the South will, in time, do this work of educating its people unaided by the general resources of the government.

Secondly, the offer of aid to the South in this work of education has a tendency to discourage the local efforts, more efficient and desirable, and actually, retards the work, by putting a pernicious premium on neglect and the hostility already in existence to popular education. This last reason is merely a sentimental assumption from an assumed principle supposed to be applicable to the case, for there are no facts on which to base such a conclusion.

In truth, neither of these reasons for abstinence on the part of the general government holds good, unless it can be shown that the means and measures for the suppression of illiteracy are growing faster than the evil itself; and in some reasonable and definite time ignorance must be brought into subjection by the means at home.

Thirdly, that this depression or paralysis of Southern energy in the education of its people will increase in consequence of this temporary and evidently much needed help in the matter, and such help must defeat the very object designed.

For the answer to this objection the reader must look to the bill itself or the synopsis above given.

The whole force and pith of the argument against the bill lies in the denial of the fact that the resources of the South, moral as well as material, are inadequate to grapple with this problem of abolishing illiteracy among its own people; that the moral consent, zeal and co-operation of the governing class at the South can certainly be counted on in a definite time to use all the material agencies within the reach of State governments to do away with this single evil of illiteracy, which is the greatest curse, and most injurious to the whole country.

Let us fix our minds upon this single fact by the light of a few authentic and undoubted statistics.

By the best and most authentic estimates, the population of the Southern States has reached 19,789,150, the whole number having increased 33 per cent. since the last census. Of this number it is estimated that 8,500,000 are negroes, their natural increase being faster than the whites.

It appears by the last census of 1880 that sixteen of the Southern States had a population of 14,638,936.

In this enumeration 7,754,024 were illiterates between the ages of ten to twenty-one. If we include the number from six to ten that also need schooling we may swell the number to 2,000,000 of such as were of school age. By the natural increase, 33 per cent., these candidates for school are now 2,700,000.

By statistics collected in the Southern States by the *Evening Post* in the pamphlet above alluded to and tabu-

lated for the years 1884-85 (see p. 14), about sixty per cent. of the children of school age are reported as enrolled for attendance, and nearly the same ratio for actual attendance at school. Judging, however, by enrollment for school in the Northern States, one-quarter or one-fifth of the children of school age are left out and neglected in the enrollments. Still, let us assume that more than one-half of the school children at the South get schooling enough to lift them out of illiteracy, there is a gap left of nearly one-half yet to be filled. Though there is some difference of opinion as to the degree of this discrepancy, the *Post* writer making it only one-third on the side of the unschooled children, yet this will make but little difference in the result in the present argument.

The question is how soon will the growing resources and moral convictions of the governing class of the South fill up this gap between the schooled and unschooled children?

Judging from the past, it will take a very long time, because this governing class at the South are largely composed of those who held openly that the negroes "had no right to any education," but were better off as a laboring class, entirely illiterate.

This class still despise and oppose the rights of the emancipated as citizens, and are very little disposed to lift them to the level of the franchise.

But assuming a sufficient change in this hostile sentiment to the negro as a citizen, where are the means to come from in order to sweep into the schools of the South the illiterate children?

It is a well known fact that illiteracy at the North and West, in consequence of immigration and insufficient school privileges, is growing to a dangerous degree. This is the universal testimony of superintendents of education. If this is the case at the North and West how much worse must it be at the South where the problem of illiteracy has to grapple with 8,500,000 negro population and more than two-thirds of the whites are "poor whites."

But this is not all. According to the last report of the Commissioner of Education \$17,000,000 were expended for school purposes throughout the whole country; of this \$11,000,000 was spent in the Southern States—that is, with one-third of the population, the South spends but one-eleventh of the money devoted to education! This is, no doubt, a heavy and generous contribution by the tax paying class of the South, but it is entirely inadequate to keep down illiteracy within the dangerous limits to the safety of Republics.

It stands, therefore, in the "nature of things," and according to the facts bearing on the case, that illiteracy at the South must increase as fast as the population for a long time.

This is the universal testimony of those most conversant with the facts at the South, the writer in the *Post* to the contrary notwithstanding.

The concessions of this writer and the force of his sentimental argument can well be appreciated by a short quotation:

"Illiteracy at the South (see p. 4) is a terrible evil, and its removal will be a vast work. The burden must be a heavy one for the South to bear, and it would be, temporarily, a great relief to unload a share of it on the broad shoulders of the general government. But the education of its coming voters is the duty of an American Commonwealth. It is not the business of the general government; and nothing could be more demoralizing to a State than the assumption of its own duty, in whole or in part, by the authorities at Washington.

Undoubtedly more Southern voters will be able to read, eighty years hence, if the Federal government expends \$77,000,000 upon Southern schools; but the South can better afford to have fewer intelligent voters eight years

hence, than to have purchased their education at the expense of its own self reliance and self respect."

This is the sum total of the argument of the *Post* against a Bill that holds out a helping hand to nearly one-fourth of the working classes of the country, and more than one-tenth of the whole population; instead of extending an "impotent franchise" to them, as citizens, and shutting them up to irredeemable ignorance, for fear of compromising their political dignity and "self respect!"

#### THE ARGUMENT IN BRIEF.

It has been a given principle in the conduct of the government from its inception, that whenever policy was necessary to the general safety, progress and wholesale development of the whole country, which was beyond the power of the individual States, should be undertaken by the general government, such as war, insurrection, or any internal agency or improvement of national importance.

The principle is expressed in the preamble of the constitution, and guides its interpretation. Among the most fatal and diffusive evils that can exist in a free government is illiteracy; because it stops all education at the threshold, shuts out the man from an intelligent vote on public affairs, and confines him to the most inferior class of his fellow citizens, without any hope of advancement; it virtually, therefore, disfranchises and unfits the citizen for his public duties; it is a fatal injury to the whole country as a democratic republic.

If this evil of illiteracy, therefore, can be shown to be beyond the practical reach of any of the States and Territories at this time, it comes properly among the subjects enjoined by the preamble of the Constitution; for which some special provision should be made by Congress for the "general welfare" of the country.

This is the case with illiteracy in the South, West, and in large cities.

First, in consequence of the "Act of Emancipation" and of the "Laws of Free Immigration," by which a vast number of illiterates, with the rights of citizenship, have been thrown upon the resources of States and Territories, the least able to bear the burden, the general government, at least for a time, ought to extend assistance to the several States and Territories in the proportion of their illiterate population.

Secondly, inasmuch as the illiteracy of these States and Territories is increasing as fast as the population to a dangerous degree, and beyond those resources which can be put at the service of education at present, this imminent peril to the whole country, from an illiterate population with the right of franchise, can be avoided only by a timely and sufficient help from the general government.

THESE ferocities of illiteracy and oppression act in unison. They are limitation and darkness for more than six millions of American citizens—with all that is involved in this menace. It is time we let in the daylight through the common schools.

THE eye of the illiterate man has no light, the heart no joy above the animal. What sort of a condition is this for more than six millions of American citizens? Who is responsible for this blight, this menace and its outcome?

OUR common schools increase and augment intelligence; they advance the common people, they give strength, and property is worth more to-day than yesterday wherever they exist and flourish.

This is their worth, this is their power, this is why the aristocrat and plutocrat would cripple and hinder them.

\*This pamphlet can be obtained from the "Evening Post Publishing Co." Price five cents.



## ILLINOIS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... | Editors.  
J. B. MERWIN .....

STATISTICS show a school population of 18,000,000 in the United States, with an enrollment of 11,000,000 in the schools, while the average daily attendance is but half of the enrollment.

Where are the other *five and a half millions*?

What sort of an education do the slums, street corners and saloons give for American citizenship? Have our teachers done all their duty yet in securing attendance upon our Common Schools?

IGNORANCE *dooms to poverty*. It costs more to keep an ignorant people than an intelligent, cultured people, while the latter will yield to the State many times the revenue of the former.

The children of the *illiterate* graduate right into ignorance, limitation poverty and crime, all at the same time.

"Parsimony towards education is liberality towards crime."

ESPECIALLY when you can secure the fifteen volumes of Dickens' complete works containing over 5,000 pages—and the AMERICAN JOURNAL OF EDUCATION—one year, all sent paid for \$2.00, it would seem well to begin at once, to gather a library of your own. See page 14.

We are glad to see that some of the so-called school journals are waking up to the consciousness that there is something more for them to do than to rehearse the formulas and methods of text books—that there is a public sentiment to cultivate, that there are taxes to be levied and collected to maintain, extend and perfect the common schools—something beyond printing the fact that Prof. so-and-so sneezed at 11 a. m. and at 12 o'clock closed school.

Yes, it is a sign of good sense to report something beside and beyond empty personal gossip.

To anyone who carefully studies the system of common schools as organized at present, there will appear a perpetual development of increasing excellence, notwithstanding the fault finding of the small minded critics. Each step forward or addition being a resultant of augmented good; the last in the light of past experience always the best. Thus, they become, everywhere and always, more and more helpful, more and more worthy our maintenance and extension.

THE teacher is the mouthpiece of progress and intelligence, demanding light instead of darkness for the people; instead of sands, brambles and weeds, homes, schools, churches, citizens; instead of servants, kings!

MRS. DALLAS, of Iowa, says the teachers want and *need maps, globes, charts, books of reference, and a year's subscription to some good literary or scientific publication, to furnish fresh items of interest for daily talks among the pupils.*

A carpenter would not attempt to build a house *without tools*. No farmer or mechanic, in this age of progress, expects to make a success of his business without making use of all the new inventions which science has brought to his aid.

Why, then, do you expect a teacher to work in the school room without *proper tools* to work with?

HAVE you talked it all over, carefully, and settled the point as to the amount of the school fund on hand *necessary* to defray the expenses of the common schools for 1890?

Is it sufficient to properly compensate a *competent* teacher?—to keep the schools open *nine* months out of the twelve?—to properly equip and furnish the schools? With all our wealth and prosperity this ought to be looked into and provided for at once. It has been *wisely* said, that "parsimony towards education is liberality towards crime."

## NEBRASKA.

THE Annual Meeting of the Nebraska State Teachers' Association will be held March 25, 26 and 27, 1890, at Lincoln, Neb. The Executive Committee makes the following preliminary announcements concerning the program. President's address: Hon. Richard Edwards, State Supt., Pup. Inst., Ill.—Moral Training in Our Public Schools. Some of the topics for the Union meetings will be the Demand of the Public Schools. Results. An Emergency Clause School Visitation. The Teacher of To-Day. The Boys in the High School. Practical Education in the West. Primary Music. Poverty and Wealth as Educators. A Much Needed Reform in Our Graded Schools. Discussion upon all papers will be full and free.

## COUNTY SUPERINTENDENTS SECTION.

The Superintendent and his Work. Good Results from Grading our Common Country Schools. The Mission of Institutes. Monthly Examination in Graded Country Schools.

College and Secondary-School Section. Program not yet received.

For rooms or accommodations, address Supt. F. D. McClusky, Chairman Local Committee, Lincoln. The School Exhibit in charge of State Supt. Geo. B. Lane, Lincoln, Supt. A. B. Hughes, Schuyler, and Supt. Alex. Stephens, Sutton. The usual railroad and hotel reductions will be made.

Ravenna, Neb., Feb. 20, 1890.

N. E. LEACH,  
Chairman Executive Committee.

PROF. W. H. HATCH, Principal of the Rock Island School, Ill., for a number of years, is now superintendent of schools of Moline, Ill.

TEACHERS no more than other people are able to "make brick without straw," or in other words—they must be paid money enough to live, and to replenish their libraries, and to keep up with the most approved methods of teaching.

We hope our school officers have the liberality and good sense to see to it that this is done.

Generosity in this direction is but justice to a most deserving, but at present *underpaid* class of public benefactors.

MORE and more the people insist upon it that school officers shall hold on to the teachers who have done *good work*.

This is as it should be. A good teacher is above and beyond any money value they are apt to put upon their services to every community.

## TWO STRONG POINTS.

"Arguments of mighty strength."

—SHAK.

PROF. J. C. ZACHOS, Curator of the Cooper Union, New York, makes two very strong, and very essential points in his argument for Federal Aid for Education—

First, in consequence of the "Act of Emancipation, and of the laws of Free Immigration, by which a vast number of illiterates, with the rights of citizenship, have been thrown upon the resources of states and territories, the least able to bear the burden, the general government, at least for a time, ought to extend assistance to the several States and Territories, in the proportion of their illiterate population.

Secondly; inasmuch as the illiteracy of these states and territories, is increasing faster than the population, and those resources which can be put at the service of education, at present, this imminent peril to the whole country, from an illiterate population, with the right of franchise, can be avoided only by a timely and sufficient help from the general government.

The critics of the common school, from Howard Crosby all along down to the "fly," demonstrate and must realize too that it is a much shallower and more ignoble occupation to detect faults than to discover beauties.

THE old cities of Greece, which bought and sold, where are they?

Athens taught, and she is to this hour one of the Capitols of human thought.

THIS new Christian civilization based upon intelligence, is of such a mighty force as to subdue and stop even war with its waste of life and treasure.

THE Peoria, Ill., people know a good man when they find him and wisely hold on to him. Prof. N. C. Dougherty was unanimously re-elected city superintendent of schools at the January meeting of the School Board. This is his thirteenth election to the office.

## THE REUNITED WABASH

"Your marriage comes by destiny."

—SHAK.

Of course it was both destiny and necessity that brought "The Great Wabash" railway system reaching from Detroit to Omaha, and from Kansas City to Chicago, and from St. Louis to Toledo, under one management again.

Its largely increased earnings from month to month show this, and the steady gain in its passenger service and equipment demonstrates the fact that brains, capacity and courtesy, are worth vastly more than "legs," "shape," and "Snow," in winning the patronage of the travelling public.

The Wabash Line with its more than two thousand miles of track, so closely connecting these great commercial centers, is prepared to take care of this vastly increased traffic in both the passenger and freight departments.

Months ago the proper authorities placed an order with the Pullman company for thirty-six new sleeping and drawing-room cars, to be run on the different systems of the road this season.

These cars are very elaborately finished and contain two additional drawing rooms over the old style of sleeping cars, which can be made into berths at night, making a total of fourteen sections to the car instead of ten or twelve, the numbers common in sleepers. These cars cost the Wabash \$16,000 each, and contain all of the latest devices for lighting and heating. They are to be lighted by electricity and heated by steam from the locomotive. These cars will be placed on all the divisions of the road early in the season. Besides the electric lights in the main car, each section contains a reading light, which can be

ignited instantly by the occupant of the berth should the person desire to read with the curtains drawn.

The management have recently purchased a large amount of steel rails, weighing sixty-seven pounds to the yard, which are to be placed in the track at once wherever needed. The company is using a new pattern of angle bar at the rail joints, so as to insure perfect safety with the increased speed of these magnificent trains.

Mr. C. S. Crane, Asst. Gen. Pass. Agt. of The Wabash, informs us that special cars will be given to parties of twenty-five or thirty teachers who may wish to attend the National Teachers' Association at St. Paul, or if the party is large enough special trains will be run either direct from St. Louis or via Chicago.

Every pupil, every teacher, every reader, has secret absorbents for the good, the true, and the beautiful, which we scarcely suspect as we consider them in the mass. This must be, will be, is provided for. Every kind, and the highest of instruction is due the people. See our Coupon Order on page 14, and how to get Dickens' complete works in fifteen volumes.



## BOOKS RECEIVED.

**THE STORY OF THE BARBARY CORSAIRS.** By Stanley Lane-Poole. G. P. Putnam's Sons. \$1.50.

**THE PILGRIM PURITANS. A Lecture.** By Henry M. Baker. Washington. Gibson Brothers.

**THE LAW OF HUSBAND AND WIFE.** Compiled for Popular Use. By Lelia J. Robinson, LL. B. Lee & Shephard. \$1.00.

**THE COLLECTED WRITINGS OF THOS DE QUINCEY.** New and enlarged edition by David Masson. Vol. I. Autobiography from 1785 to 1893. Macmillan & Co. \$1.25.

**HOW TO COOK WIVES.** G. P. Putnam's Sons. 25c.

**CATTEREL RATTEREL (Doggerel).** Illustrated by Bessie Alexander Fickler. G. P. Putnam's Sons. 75c.

**THE GARDEN AS CONSIDERED IN LITERATURE BY CERTAIN POLITE WRITERS.** With a Critical Essay by Walter Howe. G. P. Putnam's Sons. \$1.00.

**THE NEW ARITHMETIC.** Edited by Seymour Eaton. Fifteenth edition. D. C. Heath & Co.

**THE ELEMENTS OF ASTRONOMY.** By Charles A. Young, Ph.D., LL.D. Ginn & Co. \$1.40.

**ÆSCHINES AGAINST CTESIPHON (On the Crown).** Edited by Rufus B. Richardson. Ginn & Co.

**THE STATE AND FEDERAL GOVERNMENTS OF THE UNITED STATES.** By Woodrow Wilson, Ph.D. D. C. Heath & Co.

**SYNTAX OF THE MOODS AND TENSES OF THE GREEK VERB.** By William Watson Goodwin, LL.D. Rewritten and enlarged. Ginn & Co. \$2.15.

**THE VOICE: How to Train It—How to Care for It.** By E. B. Warman, A. M. Lee & Shephard.

**SCRIBNER'S MAGAZINE, 1890.** Vol. V., January-June. Vol. VI., July-December. Charles Scribner's Sons. \$5.00.

**MODERN SCIENCE ESSAYIST: No. 16,** The Scope and Principles of the Evolution Philosophy, by Lewis G. James; No. 17, The Moral and Religious Aspects of Herbert Spencer's Philosophy, by Sylvan Drey. James H. West. Each, 10c.

**THE STORY OF A MOUNTAIN.** By Uncle Lawrence, author of "In Search of a son," "Whys and Wherefores," etc. One vol., 4to. Fully illustrated, \$1.50. J. B. Lippincott Co., Philadelphia.

**IN SEARCH OF A SON.** By Uncle Lawrence, author of "Young Folks," "Whys and Wherefores," etc. 4to. Fully illustrated. Cloth, \$1.50. J. B. Lippincott Co., Philadelphia.

**THE GIRLS' OWN OUT-DOOR BOOK.** Containing Practical Help on Subjects relating to Girl-life when out of doors or when absent from the Family Circle. Edited by Charles Peters. Profusely illustrated. 4to, cloth, gilt edges, \$1.75. J. B. Lippincott Co., Philadelphia.

**CIVIL SERVICE COMMISSIONER ROOSEVELT** in the Midwinter (February) Century had an article on the "Merit System versus The Patronage System," in which he defines the two systems, describes the attempts made to thwart the reform, shows that the system is thoroughly American, and gives an idea of the kind of questions that candidates are asked.

**OCTAVE THANET's** four-part story, "Expiation," now running in *Scribner's*, gives a picture of life on an isolated Arkansas plantation, during the months immediately after the close of the war, when the region was terrorized by guerrillas. The author spends a part of every year in this region, and her characters are often drawn from life.

**CHAMBERS' ENCYCLOPEDIA, Vol. IV.** comes to be as we study it more closely and carefully "a dictionary of universal knowledge"—in fact as well as in form and statement.

Vol. IV. contains over 800 pages, commencing with "Dionysius of Alexandria" and ending with "Friction."

More than fifteen double column pages are devoted to the subject of "Education." Electricity also occupies a large space. "Ralph Waldo Emerson," by Dr. Oliver Wendell Holmes, forms a very interesting and instructive article. The "English Language" and "English Literature" are treated extensively. There are six maps of special value and importance and the whole volume is one of great value. Subscribers find a vast amount of information for \$3.00, the established price per volume of the whole series. J. B. Lippincott Co., Philadelphia.

*Seven Thousand Words Often Mispronounced. A complete Handbook of Difficulties in English Pronunciation,* by William Henry P. Phye—member of the American Philological Association, etc. New York. G. P. Putnam's Sons.

The volume before us seems to be greatly superior to all others of its kind with which we are acquainted, and we cordially commend it to our readers and to all others interested in preserving the purity of our mother-tongue. Moreover, it is in many respects so unique, that we deem it well to point out somewhat carefully a few of its distinguishing characteristics.

(1) It not only excels all similar manuals in the number of words given, but in the care with which they are selected. It has, moreover, been the author's aim to introduce such words only as through inherent difficulty or carelessness on the part of the speaker are liable to be mispronounced, and no effort has been made to increase the number of words by inserting those concerning which no doubt could well arise.

(2) It makes a special feature of proper names. In this respect manuals of pronunciation are lamentably deficient. Mr. Phye gives us over two thousand, five hundred names of places and persons difficult of pronunciation.

(3) The pronunciations are very carefully marked. Each word is respelled phonetically so that no doubt in any case arises as to how the word shall be pronounced.

(4) The authorities referred to are numerous. For common words, Webster, Worcester, Stormath and Haldeman are the lexicographers generally followed; while for names of places and persons, Lippincott's Gazetteer and Lippincott's Biographical Dictionary are taken as authorities.

(5) An interesting chapter on the "Sounds of the English Language" precedes the "List of Words." We are glad to see that Mr. Phye has divided the sounds into "native" and "adopted"—thus calling attention to the important fact that certain sounds, often overlooked in our elementary books, although recognized in our standard dictionaries, have virtually been adopted into English and should be thoroughly familiar to everyone. We would call attention to the fact that anyone acquainted with these eight adopted sounds need have no difficulty in pronouncing any word in Latin, Greek, German, French, Italian or in any other important language—ancient or modern. It is interesting to observe that the addition of these eight adopted sounds to the forty-two native ones gives precisely fifty sounds in actual use.

(6) Immediately following this chapter on "Sounds" are a few "Suggestions" which will serve to remove any difficulties that might arise in the practical use of the work.

The book—although only six months before the public, is already in the fourth edition. It has received warm commendation from the Hon. George William Curtis, Bishop Vincent of Chautauqua, Professor W. D. Whitney of Yale College, and Professor Francis A. March of Lafayette College, and many others. Mr. Curtis says of it that "it will be found for its purpose a work of reference as useful as it is

unique, and that as it becomes known it will be universally welcomed and approved."

Mr. Phye is also the author of two companion-volumes—"The School Pronouncer based of Webster's Unabridged Dictionary" and "How Shall I Pronounce? or the Principles of Correct Pronunciation." These books constitute, in connection with the present one, "The Phye Series in Pronunciation." To teachers and to all persons who properly agree with Mr. Phye in regarding "correct pronunciation as the best prima-facie evidence of general culture," we heartily commend these volumes.

W. H. H. MURRAY begins a beautiful Canadian idyl, or Indian legend, of the northern tribes in the March *Arena*, entitled, "Ungava." It is a prose poem of a high order, much resembling "Mamelons," which appeared in the January and February *Arenas*.

**THE Cosmopolitan** magazine, under its new management, is one of the most beautifully illustrated magazines published. Although very low in price it is giving annually 1,586 pages of reading matter and over 1,200 illustrations. It publishes a complete American novel each month in place of the continued stories of other magazines.

**ST. NICHOLAS** for March, for young folks, and those who are not young, too, solves several important problems. The story of "Noray and the Ark" tells how, when the waters subsided after the flood, "de fus t'ing Noah said was Hain grab both de chickens an' break fer de woods; an' Black Bill up an' say, dat fum dat day ter dis, niggers own all de chickens en de lan'." So the race problem is being solved, you see.

**AMERICA**, a paper which gives a very close examination and careful study to the problem of illiteracy states that the "Immigration from Italy, Hungary and Russia, whence we are getting from one hundred thousand to one hundred and fifty thousand a year now, comes from regions where illiteracy and destitution are practically universal. There is not enough virtue in a century of freedom to convert some of this immigration into a populace worthy to exercise the privileges of American citizenship."

**JUDGE GRESHAM**, who as Postmaster-General, tried hard to crush the lottery evil, has lately declared that Congress might easily accomplish what he did not succeed in doing.

Not only should Congress take action against lotteries, but it should refuse to admit into the Union henceforth any new State which by its constitution does not forever prohibit such enterprises within its borders.

This should be done at once.

**OUR** teachers should instruct their pupils that the real strength of man is his health, physical, moral and intellectual; and that without this no start, however good; no advantages on the way, however great; no stroke of luck, however wonderful, can save him from defeat. Like all other creatures, his means of defense must be commensurate with every possible occasion, or final victory can never crown his efforts.

Yes, in the good books you lead people to taste and to see the nobler things; you become the champion of intelligence. You give them power, you create an influence for good where there was no such influence before. See our Coupon Order, page 14.

**COMPULSORY** school attendance is a recruitment of men for the light and for the right.

In this reading circle are germinated the influences that lead men to desert the low places and seek the high places.

## THE ST. PAUL MEETING.

"My meed hath got me fame.  
I have not stopped mine ears to your demands."  
—SHAK.

Teachers from the East, South and West should remember and see that their railroad tickets to the National Educational Association, to be held in St. Paul, in July, read via *The Chicago and Northwestern Railway*. This line, you know, takes rank with the best railways of the World.

Its track of well balasted steel penetrates the centers of population in eight States and Territories. Its day coaches and palace sleeping and dining cars afford the highest realization of comfort, safety, luxury and speed.

It is the popular short line between Chicago and Minneapolis, St. Paul, Duluth, Milwaukee, Marquette, Omaha, Denver, Portland, the Pacific coast and the cheap lands and free homes of Nebraska and Dakota. The only route to the Black Hills, and the great pioneer California line to, and from the Pacific coast.

For maps, time tables, general information, etc., as to cost of tickets, apply to nearest ticket agent or address any representative of the C. & N.-W. Ry. Co.

Chicago offices: 62 Clark street (Sherman House); Palmer House; Grand Pacific Hotel; passenger station, corner Wells and Kinzie streets.

**OUR** dear, genial, ever-young friend Professor Venable has sent us a beautifully printed and illustrated volume entitled "Teacher's Dream, and other songs of School Days," which ought to have had earlier notice. The collection is embellished with a portrait of the author, and a number of other cuts in harmony with the spirit of the poems. Professor Venable is widely known as the author of many poems relating to school life, and has brought together in this elegant brochure several of those which he himself regards as among his best.

WHEN once the mystic throb of sympathy in the human heart has been recognized, how easy the task and how pleasing the duty to control its beatings, its thoughts, its aspirations. The silent force which may be exercised, the spiritual influence that may be wielded over the workings of the children's hearts by the intelligent teacher, will place in his hands the power of making them the theatres of tender and grand conceptions and of the highest and noblest purposes.

**OUR "AIDS TO SCHOOL DISCIPLINE"** interest pupils and parents alike, more than **DOUBLE** the attendance, prevent tardiness, and greatly relieve the teacher, as they discipline the school.

Address the J. B. Merwin School Supply Co., St. Louis, Mo.



# LOUISIANA

EDITION

## American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Howard, La. { Editors.  
J. B. MERWIN, ..... }

DR. CURRY, himself a Southerner of the most pronounced type, makes the deliberate statement of the fact that "In her present financial condition universal education without Federal Aid in the South is impossible."

"The South had in 1870, 4,189,972 illiterates, and in 1880, 4,741,173, an increase of over one-half million in spite of the educational activities of the intermediate ten years. The total number of males of voting age in the last election was 4,119,903, and of these 1,363,844 were illiterate. Thirty-three and one-tenth of the voters in the South are illiterate. Of the illiterate 69.8 per cent. are colored and over 30 per cent. are white."

We need to establish, extend and perfect the common schools.

WHEN we state, and restate the facts, that only eleven millions of children are enrolled, even; and the other fact, that only five millions of school children out of eighteen millions attend school at all, we ought to unite all the forces and interests of both private and public schools and adopt measures which will remedy such a state of things. We need unity, and not division of sentiment in our educational efforts.

Let the Catholics do their best and all the other denominational and private schools too. There is room for all, need for all.

We need more public money and more private money, and not less, to educate the people, and to enlarge, sustain and extend our common school system in all the States and to help the private schools too.

We need unity and not division of effort to accomplish these different but equally important purposes of universal education.

It is what we do not know that limits and hinders and cripples us and makes the six millions of illiterates dangerous and savage—that breeds criminals and paupers. Parsimony toward education is liberality towards crime.

EXCESSIVE devotion to the material and the animal function of existence inevitably brings a sort of sluggishness to the people. Let our teachers draw from out these urns of poetry and of the imagination higher ideals. Read Dickens and Shakespeare, and the poets. Pour these souls into the lives of your pupils day by day.

By this you will establish the health of the human mind. We shall help you help yourself and your friend?

See our Coupon Order, and please show it to others too.

## THE NATIONAL EDUCATIONAL ASSOCIATION.

"St. Louis, February 25th, 1890.

To Members of the National Educational Association Who Propose Attending the Annual Convention, to be Held at St. Paul, Minn., in July, 1890.

It is always desirable before taking a trip to a place with which one is totally unfamiliar, to be posted, and I will, for the benefit of the members of the above Association, give a brief description of the City of St. Paul, and some of its surrounding resorts, believing that an article of this kind will be interesting to all.

St. Paul is to-day one of the most important cities in the western country, and has shown a remarkable growth; in the year 1838, the population of the city was three souls; in 1880, there were 200,000 inhabitants. By these figures it will be seen that the city has had an excellent growth. The increase in population, trade, manufacturing, and railroad traffic, indicates a steady development of the territory which is the background of this prosperous city.

Within a circle of twenty miles, with St. Paul as its center, there are to-day nearly a quarter of a million of people.

St. Paul is well supplied with first-class hotel accommodations, and no one need refrain from taking this trip because they are not sure of home comforts, for the hotel people of St. Paul are very hospitable, and handle large organizations and gatherings of people in a first-class manner.

As you are no doubt more interested in educational institutions than in other matters connected with the city, I would say that St. Paul is an important educational center. In addition to the public school system, there are a number of colleges, academies and sectarian schools located within the city limits.

Hamline University is the oldest denominational institution in the State, established in 1854. McAlister College is under the charge of the Presbyterian Church. St. Thomas Seminary is for the instruction of boys, and for the preparation of young men for the priesthood. The Academy of the Visitation is a convent school, conducted by the Sisters of the Visitation, for the instruction of girls and young ladies.

The Academy of St. Joseph is a school for girls, conducted by the Sisters of St. Joseph. Assumption School is under the charge of the Sisters of Notre Dame. There is also a Cathedral Girls' school and Cathedral Boys' School. In addition to these institutions, there are fourteen parochial schools, under the charge of the Roman Catholic Church. The Lutheran Church conducts five parish schools, in various districts of the city. The Bethlehem Lutheran School furnishes an academic education of a high degree of merit. Many private schools have a large attendance of pupils, and several business colleges furnish a business education of a commercial and technical nature. The development of the system of public schools at St. Paul, the foundations of which were laid only thirty-three years ago, is a source of pride to every citizen. Amid abundant evidences of rapid progress in material resources, it is gratifying to notice that the facilities for the education of the rising generation have not been neglected.

In the years 1857 and 1858, there were three schools established in St. Paul; these furnished sufficient school accommodations for the children of the city until 1864, when a demand for an increase in these accommodations was made apparent, and all such demands for increase in school facilities, since that time, have been met by the erection of new school houses, until now, there are thirty-five commodious buildings, which, in appointments and sanitary conditions, will compare favorably with those of any other city, east or west.

In 1888 the public school property was valued at two million dollars, including thirty-five school houses and furniture.

For the year ending June 23d, 1888, there were 14,460 pupils in the public schools; 410 officers and teachers were employed. The different departments of the school system are as follows: High School, Manual Training School, Teachers' Training School, Grammar Schools, Evening Schools, Intermediate and Primary Schools.

The Manual Training School receives boys who have passed the course of study of the first seven grades of the ward schools, and gives a practical training for three years.

The Teachers' Training School was established for the purpose of training the young ladies graduating from the high school, who

desire to teach in the city schools. It consists of the training department proper, and model schools, or schools of practice, in which the pupil teachers observe and practice daily. The course of study covers a period of one year, and upon graduation, the pupils are given positions in the corps of teachers of the city.

The evening schools have been maintained for some years, for the purpose of affording those who are withdrawn from school at an early age an opportunity to supplement their education along certain practical lines; eleven of these schools have been maintained during the past year.

The enrollment of the High School for the year 1888 was 515. The teaching force consists of a principal and twenty-five assistants. The four courses of study cover a period of four years, with the exception of the commercial course, which furnishes a practical course covering two years.

In closing a description of the educational advantages of St. Paul, the next subject to be considered is the religious advantages enjoyed by the people, which are very abundant, there being 119 religious organizations. In several of the churches, services are held in the French, German, Swedish and Norwegian languages.

The libraries of St. Paul are very fine. The St. Paul Library has a collection of books that have been chosen with rare discrimination, many of the books being of a class found only in the best libraries of the country.

The City Library contains upward of 16,000 volumes, chiefly law and state, legislative and congressional documents.

The State Historical Society Library contains 14,836 bound volumes, and 13,141 unbound volumes, together with a museum, cabinet of portraits, pictures, curiosities, historical relics, etc.

The territory tributary to St. Paul has an area one-ninth of that of the whole United States, and contains a population of six millions.

Parks and boulevards abound in this city, and vary in size from the beautiful triangles and squares to eight, twelve and fifteen acres, all more or less improved.

There are many beautiful suburban towns within a half hour's ride of St. Paul, that our readers would do well to visit.

After the Convention has adjourned, parties desiring to take short trips, for a week or more, should make their choice from the following list:

Spirit Lake, Ia.; Detroit, Minn.; Battle Lake, Minn.; Duluth, Minn.; Excelsior, Minn.; Glenwood, Minn.; Elmo Lake, Minn.; Ashland, Wis.; Devil's Lake, N. Dak.; Minnetonka, Minn.; White Bear Lake, Minn.

The railroad facilities to St. Paul are most excellent, and the Association is to be congratulated on having selected that point as their place of meeting. The "Burlington Route" is undoubtedly the most popular line running into St. Paul, on account of the superior accommodations and train service, together with quick time and first-class track. This company's route to St. Paul begins at St. Louis, Chicago or Peoria. From St. Louis to St. Paul the "Burlington" runs through trains without change of cars, on either side of the Mississippi river, giving the passenger a choice of going one way and returning the other. The St. L., K. & N. W. R. R., known as the west side line of the "Burlington Route," runs along the bank of the Mississippi river for over two hundred miles, and presents a panorama of scenery never to be forgotten. The country through which this line runs is the richest to be found anywhere in the States of Missouri, Iowa or Minnesota. It also passes through many pretty cities, such as Louisiana, Hannibal, Quincy, Keokuk, Ft. Madison, Burlington and Cedar Rapids, and reaches Minneapolis before entering St. Paul. It is the popular route for summer tourists between the South and the Northwest.

The east side line of the "Burlington Route" is over the C., B. & Q. R. R., and is noted for its speed, safety and comfort. Like its sister line of the west side it runs along the bank of the "Father of Waters," through the northern part of Illinois and Wisconsin, passing through Dubuque, Prairie du Chien, La Crosse and Winona, river ports of the north Mississippi. The lines from Chicago and Peoria, of the "Burlington Route," are also over the C., B. & Q. R. R., connecting at Savanna and Rio, Ill., respectively, with the east side line from St. Louis, and everyone is made happy by close connections and elegant equipment.

The reputation of the "Burlington Route"

is national for the perfect manner in which it handles its passenger business.

Further information regarding special trains, special parties, etc., may be obtained by addressing or applying to any of the following

### BURLINGTON ROUTE AGENTS:

J. H. PALMER, Assistant Gen'l Passenger Agt.,  
GEO. H. BRANSTON, Traveling Passenger Agt.,  
St. Louis, Mo.

R. H. TODD, General Agent,  
B. F. BLAKE, Traveling Freight and Passenger Agent.

CHAS. F. LUDLUM, Traveling Passenger Agent,  
88 Wall street, Atlanta, Ga.

L. PAGE, General Agent, Peoria, Ill.  
W. W. KING, City Passenger Agent,

211 Clark street, Chicago, Ill.  
C. H. THOMPSON, City Ticket Agent,  
Corner Third and Robert sts., St. Paul, Minn.

JAMES H. WHITAKER, City Ticket Agent,  
M. & St. L. Ry., St. Paul, Minn.

E. F. BRADFORD, General Agent, Quincy, Ill.  
W. C. MODISSETT, General Agent, Hannibal, Mo.  
W. C. MAXWELL, General Agent, Keokuk, Iowa.

Hoping that you may decide to use the Burlington Route for the meeting at St. Paul, I am  
Yours truly,

HOWARD ELLIOTT,  
General Passenger Agent."

### OBJECT TEACHING.

It is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE THAN DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

### WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

Get some tools "to work with" in the school room early in the session. You can do twenty times as much work and ten times better work, with plenty of Blackboards, Maps, Globes and Charts in your school than you can do without these "helps."

Get "some tools to work with."



## WASHINGTON

D. C.,

EDITION

American Journal of Education  
AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D.C. | Editors  
J. B. MERWIN, St. Louis.....

Yes, these teachers of high morals and intelligence are the "Sacred Legion"—worthy all honor—they repel ignorance, irreligion, untruthfulness and evil of all kinds. Let us stand by, support, defend and honor them. Let us see to it that they are fully and adequately compensated in all the States for their work.

It is justice and not charity for which we plead in asking that the six millions of illiterates shall be given the advantages of our common schools, that teachers shall be adequately compensated from the plethoric pocket of the state and the nation. We are able to do justice. We cannot afford to do any injustice.

## SIX MILLION ILLITERATES.

THE people's welfare is supreme, now, as in Roman times—the enlightened, refined, self-guiding, thinking, reading, voting people, the citizens who have pure morals, good habits, right character. It is the highest law.

Such citizens are not to be educated completely at the rate of 80 days in the year in school and 285 days roaming wild and barbarous. This would be true of children from the very best families. How much worse it is for children who receive at home no education nor refinement nor culture nor good morals nor decent manners, but rather the reverse, unlearning at home in 18 hours all they had learned at school in 6 hours.

The six millions of illiterate are an immense army in numbers. Were it organized and officered with generals to execute its will and obey its lawless passions, it would become at once a most terrific menace to our civil liberties in every State where it has a large division or corps. Wherever it is now, in city, or town, or village, so officered by demagogues and maneuvered to do his will, it is doing vast harm to our laws and institutions, and administration of justice, as far as it nominates, elects and upholds unworthy or corrupt men in office—men who neglect or pervert the welfare of the community by seeking only the "spoils."

Such illiterates are men of will and power, though untaught and ungoverned, headstrong, stiff-necked, reckless, brutal, treading under foot all restraint and opposition, like a band of buffaloes on the prairies. What are laws and institutions against their mad and mighty rush? The minority,

righteous, just, law-abiding, peaceful, intelligent, become as autumn leaves in their track. Look at the mobs of New York, and Pittsburgh, and London, and Paris, and old Rome, the paroxysms of their tornado fury.

We must educate the children or we shall be trampled down by them, as grown to reckless manhood and maddened by the sense of neglect and inferiority, and unfitness for civic duty, and, of course, maddened for revenge upon all offenders.

We must educate as promptly, as fully and as carefully as we can, wherever this danger exists, and it is wide-spread. This danger is steadily increasing and more rapidly than the population and the schools. "The ounce of prevention is better than the pound of cure." The hundred dollars to train a good citizen is immeasurably cheaper than the three hundred dollars to manage, arrest, try, sentence and support a hardened desperado who never has learned to support himself and scorns the thought. The criminals are supported by the virtuous; the idlers by the workers; the drunkards by the sober; the tax-consumers by the tax payers.

Educate the next three generations and the work grows easier; the expense lighter. Heredity will operate powerfully—blood and bone will tell. Self-helpers, independent thinkers, economists, good managers will be the majority, and increasingly so; all aiding to strengthen the great work of education in their families and the whole community. Such investments in education are thus capitalized and are permanent as well as lucrative investments paying liberal interest forever.

L. W. HART.

## FOREIGN EDUCATIONAL NEWS.

SWITZERLAND.—Statistics of schools in 1887.

A. *Primary elementary schools*: No. of school districts in 25 cantons, 3,905; number of school houses, 7,180. No. of pupils: 234,161 boys, 233,436 girls, total 467,597 (a plus of 5,975 over '86). No. of teachers, 6,128 men; 2,890 women; total 9,018. Average number of pupils to the teacher, 52. B. *"Fortbildungs" or Advanced schools*: No. of pupils, 27,840. *Kindergartens* and *Infant schools*: No. of pupils, 20,014, with 611 teachers (83 per teacher). *Middle Schools*: No. of pupils, 24,975, with 1,331 teachers (19 per teacher). Total of all Infant and Elementary Schools, 520,212 pupils. C. *High Schools*: No. of pupils, 15,751, namely 1,638 in normal schools, 3,211 in girls' academies, 7,115 in gymnasium, 2,630 industrial schools, 274 in commercial schools, 138 in agricultural, 649 in technical and 96 in veterinary schools.

Grouping A and B in one, the elementary schools, and C in higher schools, we find that 97.1 per cent. are attending the first, 2.9 per cent. the second group. The grand total of all

pupils below the university is 535,963. The population of Switzerland in the same year is stated to have been 2,846,102, hence the percentage of school population to the entire population is 18.9 per cent., that of the pupils of the primary elementary schools alone is 16.4 per cent., or 4 per cent. less than the enrollment in the United States.

The expenses of maintaining the schools, primary, middle, high and universities was (in 1886) 26,467,734 Francs (or \$5,293,547). About 60 per cent. of this sum was borne by communities, the remainder by cantonal governments—17,467,947 Fr. was spent for primary, 3,810,841 Fr. for middle, 3,306,921 Fr. for high schools, and 1,666,754 Fr. for universities. Total expenses for school purposes about 9 Fr. per capita of the population; for primary schools alone 6.1 Fr. per capita. Each child in the primary schools cost 37 Fr. or less than \$8.00.

SPAIN.—The "Pedag. Rev." reports upon a Spanish national teachers' meeting which was held in Madrid. Resolutions were adopted asking the government to make attendance in school obligatory, and to fix the school age between 6 and 12 years. The convention thought 40 ought to be the maximum number of pupils a teacher should have; drawing and vocal music should be introduced; a portable museum should be procured for every district; this museum might be taken from school to school; the scope of professional studies in the normal schools should be increased; official acts of the provincial inspectors should be made irrevocable; more inspectors should be employed.

OUR old friend and co-worker, Prof. James H. Blodgett, of Rockford, Ill., has been appointed *special agent* for the collection of the statistics of Education for the United States.

We pity him—but he is equal to the task. He wants all kinds and sorts of statistics sent him bearing upon all phases of education.

MRS. G. S. STONE, White County, Ill., writes us under late date as follows:

"Permit me to thank you for the complete set of 'Chas. Dickens' Works,' which reached me in time for our Christmas present. I have long wanted to secure 'Dickens' Complete works' for my children, and I am greatly delighted that I now have them in this neat, flexible binding, so light, so convenient, and so handy for every day use, to catch up at odd moments for special reading. I am sure that great good will be done by your efforts to circulate these books and the JOURNAL among the young people of the country, and I wish you every success."

SEE our coupon order on page 14 for a full set of Dickens' complete works which we shall be glad to send to you.

## People Wonder

WHEN they find how rapidly health is restored by taking Ayer's Sarsaparilla. The reason is that this preparation contains only the purest and most powerful alteratives and tonics. To thousands yearly it proves a veritable elixir of life.

Mrs. Jos. Lake, Brockway Centre, Mich., writes: "Liver complaint and indigestion made my life a burden and came near ending my existence. For more than four years I suffered untold agony. I was reduced almost to a skeleton, and hardly had strength to drag myself about. All kinds of food distressed me, and only the most delicate could be digested at all. Within the time mentioned several physicians treated me without giving relief. Nothing that I took seemed to do any permanent good until I began the use of Ayer's Sarsaparilla, which has produced wonderful results. Soon after commencing to take the Sarsaparilla I could see an

## Improvement

in my condition, my appetite began to return and with it came the ability to digest all the food taken, my strength improved each day, and after a few months of faithful attention to your directions, I found myself a well woman, able to attend to all household duties. The medicine has given me a new lease of life, and I cannot thank you too much."

"We, the undersigned, citizens of Brockway Centre, Mich., hereby certify that the above statement, made by Mrs. Lake, is true in every particular and entitled to full credence."—O. P. Chamberlain, G. W. Waring, C. A. Wells, Druggist.

"My brother, in England, was, for a long time, unable to attend to his occupation, by reason of sores on his foot. I sent him Ayer's Almanac and the testimonials it contained induced him to try Ayer's Sarsaparilla. After using it a little while, he was cured, and is now a well man, working in a sugar mill at Brisbane, Queensland, Australia."—A. Attewell, Sharbot Lake, Ontario.

## Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer &amp; Co., Lowell, Mass.

Price \$1; six bottles, \$5. Worth \$5 a bottle.

## TOOLS TO WORK WITH.

OUR tax-payers and school officers, too, understand now, that good Blackboards all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 43 and 48) that directors shall provide these necessary articles.

IGNORANCE lends assistance to the oppressor against the oppressed.



**Teachers' Excursion to St. Paul**

"Call it a travel  
That thou takest for pleasure."

—SHAK.

For the Annual Meeting of the National Educational Association to be held at St. Paul, Minn., July, 1890, the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY Co. will sell reduced rate excursion tickets from Chicago and all other points on its 5,700 miles of thoroughly equipped road in Illinois, Wisconsin, Minnesota, Iowa, Missouri, South Dakota and North Dakota; and all railroads in the United States will sell excursion tickets to St. Paul and return for this occasion via the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY. For circulars of information containing further particulars, please address A. V. H. CARPENTER, General Passenger Agent, Milwaukee, Wis.

THE common school always, and everywhere, and all the time, performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture.

Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be established, extended, and maintained by the State.

**CONSUMPTION SURELY CURED TO THE EDITOR—**

Please inform your readers that I have a positive remedy for above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption, if they will send me their Express and P. O. address. Respectfully,  
T. A. SLOCUM, M. C.,  
181 Pearl St., N. Y.

THERE were but forty-eight copies of Shakespeare sold in fifty years, and in 1866 there was but twenty editions of his works to be found in London.

IGNORANCE is impotence chained down.

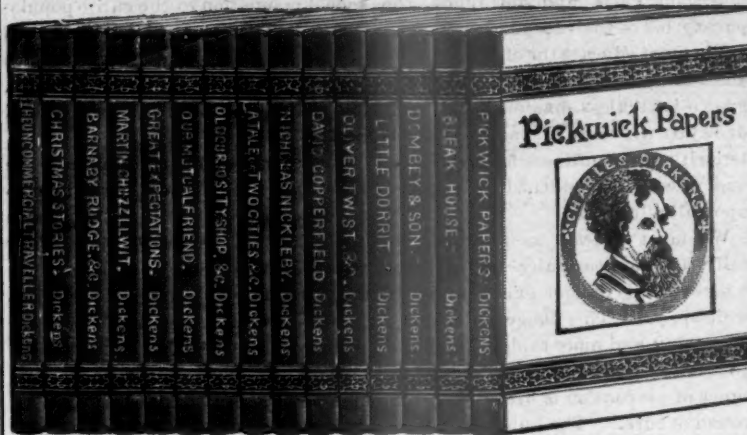
THE unknown in man and the unknown in things, confront each other. Our common schools furnish the keys to solve these problems.

WITH ignorance and its limitations of the sense of obligation, the civil code must of course be both cruel and oppressive. Intelligence changes all this at once and forever, in the interests and for the benefit of the many, as against the usurpations and tyrannies of the few. Let us preserve, extend and perfect these reservoirs of intelligence—the common schools of the country.

Of course the critics quarrel over the art and the stories of Dickens, but the people read him and love him and admire his wonderful genius, and hence our teachers do a wise thing and a great thing, when they put these fifteen volumes into circulation in every school, district or community.

We hope those who secure them so cheaply with this journal will loan both generously and continuously. See just how to secure them now with our Coupon Order on page 14.

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CHRISTMAS STORIES,  
TALE OF TWO CITIES,  
HARD TIMES,  
NICHOLAS NICKLEBY,  
REPRINTED PIECES,

BLEAK HOUSE,  
LITTLE DORRIT,  
PICKWICK PAPERS,  
DAVID COPPERFIELD,  
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TO BE TRUE.

OUR teachers, school officers, and others, interested in the progress and success of our common schools, begin to realize the wisdom of the statement of Prof. S. S. Parr, of the De Pauw Normal School in Indiana. Prof. Parr speaks from a long successful, practical experience as a teacher and as an educator; he says, that "the live teacher who is provided with proper tools to work with in the school-room, is WORTH from \$10 to \$50 MORE per month than the teacher not thus provided."

This is true, because so much more work can be done, and so much better work can be done for the pupils with these proper tools for teaching.

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The children need these "HELPS" more than any one else.

Provision should be made by every school to furnish these tools to work with, without further delay.

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The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.



As all are potential citizens, the common school must be so conducted to us to teach all the duties of citizenship.

From all alike the republic demands obedience to its laws. To all alike it has to render a knowledge of the law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the culture possible through which alone self-government is achieved. It excludes none, hence it must educate all, and the common school must be maintained, extended and perfected so as to afford all an opportunity to know the law and to obey the law.



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THE history of this movement for common schools in this country is a history of the continued progress of the people.

Intelligence diffused as a result of it, there has been a constant and a great change in our institutions, giving the many more rights and the few less power. This is its success and its permanence.

It is plain that in this great final purpose of all teaching, the symmetry of manhood and womanhood, the teaching of morals and religion must have a prominent part; and not only a prominent, but also a quite thoroughly persuasive part. We hold that none of the faculties of a human being can be properly trained without taking his whole humanity into the account.

### FOR FEDERAL AID.

"And make us think, rather  
Our State 's defective."

—SHAK.

FLORIDA like the other Southern States—is for Federal aid.

"If those who oppose this measure would only advance some argument against it we should be glad to hear it. We should like to know on what grounds any American citizen would so stand in his own light.

Some people need waking up on this question of Free Schools. We lavish our money away for everything else. There is not a set of public servants in the United States so poorly paid as the teachers. The salaries of the officers are extravagant. And if a man dies in office we go wild over the matter and often pay his family more for him than he was ever worth in his life. The widows of deceased officials are put on pensions for life, when their only claim against the government is that their husbands were lucky enough to be drawing salaries from it. We have so much money we don't know what in the world to do with it. Why not replenish the school treasury, which is suffering more than all others combined? No right to use it so? Isn't it our money and haven't we a right to use it as we choose? Why hoard up money when our children are starving? Six millions of illiterates in the United States! Six millions of people starving to death in our land and our treasury overflowing!

Was there ever such heathenish darkness?

And yet we are sending missionaries to foreign lands. Better send some to Washington to work on our Congressmen.

I should like to know how those Congressmen, who oppose this measure, voted on the various pension bills and wholesale appropriations for "public works" from the public crib?

There are some people, even in Congress, who need to study logic. I know men, and communities of men and women, who pay more to their preacher for two sermons a week than they do to their teacher for five days, work. Nothing to do with it? But it has something to do with it. Don't the people build the church and the parsonage and pay the preacher and are not all these exempt from taxation? How is it with the teacher? Nothing exempt. Not even his head, here in Florida, for he is taxed one dollar on that. Congress has squandered more money in railroads and harbors and canals and ships of war and soldier's pensions than all that is asked now or ever has been given for school purposes.

I hope every teacher and every person interested in the cause of education will spot every Congressman who fails to support this Federal Aid Bill and help to defeat him in all future elections."

GEO. STUART,

Anthony, Fla., Feb. 20, 1890.

READING and writing are only the means of acquiring and communicating knowledge. Instruction in our common schools must go far beyond this or we are serfs instead of law makers and creators. Reading and writing are only means to an end. Citizenship, American citizenship is what we want, with a clear, full comprehension of all that involved in this high prerogative.

### Many Witnesses.

100,000 witnesses testify to the virtues of Dr. Tutt's Pills. Wherever Chills and Fever, Bilious Diseases or Liver Affections prevail, they have proven a great blessing. Readers, a single trial will convince you that this is no catch-penny medicine. Twenty years test has established their merits all over the world.

### Gains Fifteen Pounds.

"I have been using Tutt's Pills for Dyspepsia, and find them the best remedy I ever tried. Up to that time everything I ate disagreed with me. I can now digest any kind of food; never have a headache, and have gained fifteen pounds of solid flesh."

W. C. SCHULTZE, Columbia, S. C.

### Tutt's Liver Pills

GIVE STRENGTH AND HARD MUSCLE.

"WOMAN has new and unattempted problems to solve. Let her with erect soul, walk serenely on her way, accept the hint of each new experience, try in turn all the gifts God offers her that she may learn the power and the charm that like a new dawn radiating over the deeps of space, in which her new born being is set. This proud choice so careless of pleasing, so lofty, inspires every beholder with somewhat of her own nobleness. The silent heart encourages her; O friend never strike sail to a fear. Come into port greatly, or sail with God the seas. Not in vain you live, for every passing eye is cheered and refined by the vision.

### THE AID OF ALL.

"His training such  
That he may furnish and instruct great teachers."  
—SHAK.

DR. J. BALDWIN, of the Sam Houston Normal Institute, Huntsville, Texas, says the object of THE Normal Institute is:

1. To Train Teachers. Of the 400,000 teachers in this country, more than one-half are without any special preparation for their work; yet they assume to be the educators of millions.

To revolutionize this class and make them efficient teachers, is the primary object of the Normal Institute.

2. To keep the professional teacher bright. Contact with the mighty army of progress is necessary. Association, mental conflict, observation, comparison—these are conditions of professional growth. Each teacher needs the experience and aid of all teachers.

3. To foster a professional spirit. Teaching is the grandest of all arts, and one of the noblest of all professions. Normal Institutes enable a few earnest educators to infuse a professional spirit into the masses, and to inspire them with the determination to be content only with the highest achievements.

### EVENING LECTURES.

These should be of a high order, and should be both popular and professional, occupying common ground, and of interest to teacher and patron. A soul-stirring lecture by one who has something to say and knows how to say it, is invaluable. The county superintendent should secure superior lecturers or none.

THE great benefactors of the land are the men and women who teach and who train the children. Money given in dross beside the education given by these teachers. These young people who put the very flower and bloom and beauty of their lives into this culture. They are the great benefactors.

OUR schools are common schools, let it be remembered and stated, because they are for all and because they are accessible to all; common in the sense that they teach what is common to all—culture—and thus needed by all; and, finally, common in the sense that they are maintained by all, out of a common fund to which contribution is made by all.

THE moral and religious nature of the pupil must be trained in the act of vision as well as in the saying of prayers.

To see aright and give a true and accurate report of what is seen fosters morality—to see in slovenly fashion becomes a vice; and habitually to make an inaccurate report of the testimony of sight, tends to make one untrustworthy, or perhaps an irreclaimable liar.

A RIGHT opinion expressed cannot die, for its life is in moral ideas ripening into action, and so it becomes a part of the life of God in the world.

WHEN you hinder or cripple the common schools you take away the cause of our prosperity.

## If you have a COLD or COUGH, acute or leading to CONSUMPTION, SCOTT'S EMULSION OF PURE COD LIVER OIL AND HYPOPHOSPHITES OF LIME AND SODA

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### CONSUMPTION,

Scrofula, and as a Flesh Producer there is nothing like SCOTT'S EMULSION. It is sold by all Druggists. Let no one by profuse explanation or impudent entreaty induce you to accept a substitute.

WHEN we double the efficiency and value of the common schools you double and quadruple the prosperity of the people.

WHAT we call common sense is not a virtue, it is only the eye of self interest. We must go a step beyond this and have and cultivate a sense of righteousness in one in our common schools—probity, truthfulness, patriotism, self sacrifice for the good of the whole—this is citizenship.

### FRISCO LINE.

Have 150,000 acres of rich farming, mineral, grazing and timber lands, for sale in Southwest Missouri. For particulars, address, D. Wishart, General Passenger Agent, St. Louis, Mo.

THE common school, as stated by Governor Brockmeyer, teachers who is common to all—necessary to all, culture—the Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique, for all the products of human intelligence. The private and denominational schools do a vast and a very important work, but they teach only those who can pay for denominational preferences. The common school teaches all.



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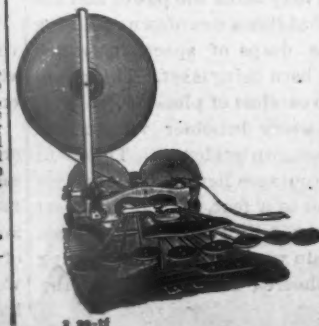
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